**Condell Park High School**



**Stage 6**

**Year 12**

**2022 (T4) – 2023 (T3)**

**CPHS Assessment Policy**

**&**

**Course Assessment Schedules**

**Handbook**

**Year 12 Assessment Information**

**2022 – 2023**

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**Condell Park High School**



# Year 12 Student & Parent/Guardian Agreement

I have read the Condell Park High School Student Assessment Policy Handbook and understand that:

* all assessment, including informal tasks such as classwork and homework will be used in assessing my progress and determining the grade on the reports;
* regular attendance plays an integral role in my ability to meet course requirements and learning outcomes in each of my subjects;
* I must sign to acknowledge receipt of an assessment task every time I receive a notification;
* I must keep a copy of my submitted task;
* I must ensure that I receive a receipt upon submission of my task;
* all work submitted by me is entirely my own work;
* I will follow the referencing guidelines as set out on the school’s website or in the School Diary;
* I must meet all assessment deadlines as set out in the schedules for each of my subjects;
* if I miss an assessment task due to illness, I will provide the Head Teacher with a doctor’s certificate (not backdated) on the first day of my return to school;
* if there is no valid reason for missing a task, I will receive a zero mark for that task and an ‘N’ Determination warning letter will be sent home. The task must still be completed in order to meet course outcomes;
* if I receive an ‘N’ Determination warning letter, I must ensure I complete my work; and
* if I submit assessment tasks electronically, I must receive a reply email from my teacher to confirm the task has been received.

![MC900188107[1]]()

I understand that failure to meet my obligations as a student of Condell Park High School may compromise my progression into the following year.

I understand and accept the conditions and guidelines set out in this handbook.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Year: \_\_\_\_\_\_\_\_\_\_\_\_\_

Student signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

I acknowledge that I have received and read the 2022/2023 Assessment Policy Handbook and have discussed it with my child. I understand and accept the conditions and guidelines set out in this handbook.

I will support my child in meeting their obligations as a student of Condell Park High School and I understand that failure to do so may compromise their progression into the following year.

Parent/Guardian name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

*Please return slip to the Deputy Principal,* ***Mr Wilson***

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# Senior School Expectations and Information

**An introduction to a different way of learning**

It is generally recognised that older students learn more effectively when:

* they have as much choice and control as possible over their own studies;
* they enjoy a variety of teaching and learning techniques and experiences;
* they understand how learning happens; and
* they are responsible for their own learning.

At Condell Park High School*,* the senior school is structured to allow this to happen.

We have:

* NESA requirements for the HSC qualification monitored by teachers in each subject.

**Study Expectations of our Year 12 Students**

**Students ARE expected to:**

* demonstrate the school’s RESP values of Respect, Equity, Safety and Positivity;
* be responsible, self-disciplined and a credit to their school; this is particularly important when travelling to and from school or representing the school or in the public eye;
* wear full school uniform at all times, including travelling to and from school and on school activities;
* maintain our high standard of behaviour by following all school rules and responsibilities, be polite and considerate and be seen as role models for junior students by setting a good example;
* apply self-discipline to work and be motivated independently; they need to apply themselves to their studies to the best of their ability;
* be on time for each class in order to meet HSC requirements for application to studies; and
* attend whole school assemblies on Tuesdays.

**Senior Students MAY NOT**:

* be in the playground playing games or go to the canteen during lesson time;
* interfere with PE lessons;
* disrupt the learning of any other student within the school;
* loiter in cars or in areas near the school;
* drive their car onto school grounds or be a passenger in a student-driven car that does so;
* go to their car during the school day; or
* leave school grounds to go to the shops or for any other reason without approved leave, including school and parental consent.

The Deputy Principals will monitor students’ attitude, academic performance and attendance. If there are any concerns, parents will be notified and parent interviews will be conducted to discuss these issues.

**Attendance**

* Students are expected to attend all timetabled lessons. If a student is absent because of illness or for some other acceptable reason, a note giving the reason for the absence must be handed in to the office on the first day of return from absence.
* A doctor’s certificate **MUST** be supplied if absent from an assessment task and be provided to the Head Teacher of the faculty **the next day the student returns to school after their absence**.
* Students must attend school every day in order to meet the requirements for the HSC course.
* A child who has completed Year 10 and is below 17 years of age must continue schooling unless he or she participates, on a full-time basis, in approved education or training, or paid work (more than 25 hours) or a combination of approved education or training and paid work. A letter of proof of employment is required from the employer.
* Students must remain on the school grounds all day, including recess and lunch. The school canteen is open before school and during break times.
* Truancy means that valuable work is missed as the student has not been in class. Parents will be notified and letters sent home. Students will be expected to make up class time missed.
* Attendance may impact on any government assistance students may be receiving, for example, Youth Allowance payments may be reduced/cancelled.
* Leave will not be granted during examination periods, unless there is a known medical condition.
* Extended leave: Students must see the office staff to collect an application form for extended leave which needs to be returned to the office, with documented evidence of travel (for example, airline tickets). No leave will be granted in Years 11 and 12.
* International students are **not** allowed to travel overseas during the school term.
* Any long-term leave during the senior years may result in a student not progressing to the following year. All holiday leave **MUST** be approved by the school prior to its commencement.
* Student absences are recorded on the cover page of student reports, documenting explained and unexplained whole day absences and partial day absences.

**STUDENTS MUST MAINTAIN AN ATTENDANCE RATE ABOVE 90% TO FULFIL HSC REQUIREMENTS. Extended absences must be justified by a doctor’s certificate.**

**Medical Appointments**

It is expected that all medical/dental appointments will be made outside of school hours whenever possible. If time is taken away from school due to medical appointments, please request a doctor’s certificate where appropriate.

**Senior Course Requirements**

The senior courses are based on a number of periods for each course. A 2-unit course equals 7 one hour periods per cycle and a 1-Unit course equals 3/4 one hour periods per cycle.

**To be awarded the HSC, a student must successfully complete all requirements for each course with a minimum of 10 units of HSC courses.**

**At Condell Park High School, we require all students to study 10 units in Year 12 at school. Saturday School is in addition to this**. Students may elect to undertake additional units of study via TAFE, Distance Education or Saturday School as part of the HSC.

**In Year 12**, a student **may drop a subject** with **parental consent**. Students and parents complete a ***Change of Subject Form*** from the Deputy Principal, indicating the course they wish to discontinue and a change in the number of units. However, students must continue with a minimum of 10 units to meet the HSC requirements. Students may also elect to change their HSC ATAR pathway to a Non-ATAR HSC with parental permission, following an interview with a Deputy Principal.

**Examinations and Reports**

The school has formal examinations once a year:

- Year 12 Trials Examinations mid Term 3.

Reports are prepared for parents after the HSC Trials examination and give the following information:

* the student’s progress and attitude in various subjects;
* teachers’ comments; and
* the student’s Examination Mark, Examination Rank and Course Rank.

You are reminded of the importance of school reports and the need to keep filed copies of all school reports, as these may be required for job interviews.

**Mobile Phone/ Smart Watches/Electronic Equipment**

Students are **NOT** allowedto bring mobile phones or other electronic devices into the examination hall or other examination rooms.

* Students caught with a mobile phone on their person when entering examination halls and/or examination rooms may jeopardise their exam results.

Please refer to the mobile phone policy in the Student Handbook on the Condell Park High School website.

**Student Services**

**Year Adviser and Assistant Year Adviser**

Students can discuss any problems that they may be having at school in relation to HSC assessment tasks and examinations with their Year Adviser/Assistant Year Adviser.

# HSC Minimum Standard

Students need reading, writing and numeracy for everyday life after school.

This is why students in NSW are being supported to meet a minimum standard of literacy and numeracy to receive the HSC from 2020. To show they meet the HSC minimum standard, students need to achieve Level 3 or 4 in short online reading, writing and numeracy tests of skills for everyday life.

Some students with disability studying Life Skills courses may be exempt from meeting the minimum standard to receive their HSC credential.

Together with the NSW Literacy and Numeracy Strategy, the HSC minimum standard is part of an effort to improve the literacy and numeracy outcomes for students.

Students in Years 10, 11 and 12 will be able to sit for the HSC Minimum Standard tests in literacy and numeracy. They will continue to be supported to sit these tests for the duration of their school years in Years 10, 11 and 12 until they pass the tests before their HSC exams begin.

**Sitting for the tests after the HSC**

Students who do not demonstrate the minimum standard before they complete Year 12, can apply to sit for one or more minimum standard online tests after they leave school.

# Requirements for the Higher School Certificate (HSC) and Record of School Achievement (RoSA)

This section deals with the specific requirements for eligibility for the award of the Higher School Certificate and the Record of School Achievement for Years 11 and 12.

**Credentials**

(a) The Higher School Certificate is awarded to students who have fulfilled all eligibility requirements.

(b) The Higher School Certificate Record of Achievement is issued to students who have satisfactorily completed any Year 11 or HSC course. For each Board Developed HSC course (not including Life Skills courses or VET courses), the Record of Achievement shows the course name, the year in which it was successfully completed, an examination mark, assessment mark, HSC mark and performance band.

 If the student elects to sit for the examination(s), the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark(s). If the student elects not to sit for the examination(s), these courses are reported without a mark(s). An examination mark is reported for the Board Developed TAFE delivered courses. The VET Content Endorsed courses and TAFE delivered Content Endorsed courses are reported without a mark.

 The Higher School Certificate Record of Achievement is a cumulative record of all Year 11 and HSC courses satisfactorily completed.

 The Higher School Certificate Record of Achievement contains a statement indicating whether or not the student is eligible for the award of the Higher School Certificate.

(c) Course Reports are issued to students for every Board Developed HSC course (except for Life Skills courses) they present in a year. The course report shows the name of the course, the assessment mark and the examination mark, the course performance scale (including the band descriptions and the minimum standard expected for the course) and the distribution of HSC marks for the state-wide candidature of that course. The student’s HSC mark for the course is shown on the performance scale.

(d) Higher School Certificate Result Notices are issued to students who are not enrolled at an accredited school or a school recognised by NESA. Such students are not eligible to receive either a Record of Achievement or a Higher School Certificate. The Result Notice is a cumulative record which lists the courses satisfactorily completed and the results achieved.

(e) A certificate is awarded to students in VET courses who successfully complete all requirements of an AQF VET Certificate. The certificate lists all units of competency satisfactorily achieved and is issued by NESA jointly with VETAB (Vocational Education and Training Accreditation Board) on behalf of Registered Training Organisations. In the case of TAFE-delivered VET courses, the certificate will be issued by TAFE. The qualification is recognised within the Australian Qualifications Framework.

(f) A Statement of Attainment is issued to students in VET courses who partially complete the requirements of an AQF VET Certificate. In the case of TAFE delivered VET courses the statement is issued by TAFE. The Statement of Attainment is recognised within the Australian Qualifications Framework.

**Eligibility**

To be eligible for the award of the Higher School Certificate, students must:

(a) have attended a government school, an accredited non-government school, a school outside New South Wales recognised by NESA or a college of TAFE;

(b) have satisfactorily completed courses that comprise the pattern of study required by NESA for the award of the Higher School Certificate; and

(c) sit for and make a serious attempt at the requisite Higher School Certificate external examinations.

**Pattern of study requirements**

To qualify for the Higher School Certificate students must satisfactorily complete a Year 11 pattern of study comprising at least 12 units and an HSC pattern of study comprising at least 10 units. Both patterns must include:

* + at least six units from Board Developed courses;
	+ at least two units of a Board Developed course in English;
	+ at least three courses of two units value or greater (either Board Developed or Board Endorsed courses);
	+ at least four subjects; and
	+ up to seven units of Science in Year 12.

**Satisfactory Completion of a Course**

The following course completion criteria refer to both Year 11 and Year 12 courses.

***Course Completion Criteria***

A student will be considered to have satisfactorily completed a course if, in the Principal’s view, there is sufficient evidence that the student has:

(a) **followed** the course developed or endorsed by NESA;

(b) **applied** themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and

(c) **achieved** some or all of the course outcomes.

Additionally, for HSC courses, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of the available marks.

“Principals may determine an appropriate attendance pattern that will allow each student to achieve the outcomes of each course being studied.” (*NESA ACE Manual*, pp. 90-92)

At Condell Park High School, the attendance pattern required is a minimum of 90%. Any attendance which falls below 90% may jeopardise course completion and may lead to non-progression.

Frequent absences may lead to students receiving warning letters for non-completion of course requirements. If at any time it appears that a student is at risk of being given an ‘N’ (Non-Completion of Course Requirements) Determination in any course, the Principal must warn the student as soon as possible and advise the parent or guardian (if the student is under 18 years of age) **in writing.** This warning should be given in time for the problem to be corrected. If the first warning letter is not effective, a further warning letter should be sent.

Students who have not complied with the above requirements cannot be regarded as having satisfactorily completed the course. The Principal will then apply the ‘N’ Determination.

Work placement for VET courses is mandatory for the successful completion of the units for the course to count towards Year 11 or HSC credit.

**RoSA**

Students choosing to leave school in Year 11 will receive their RoSA (Record of School Achievement) and a transcript of study at any time during the course of the school year.

# HSC Information Subject Checklist for Students

Tick the boxes below to ensure you meet eligibility requirements.

**REQUIREMENTS FOR THE AWARD OF THE HSC**

If you wish to be awarded the HSC:

**You must have studied a minimum of 12 units in the Year 11 Course and a minimum of 10 units in the HSC course. Both the Year 11 course and the HSC course must include the following:**

* at least six units from Board Developed Courses including at least 2 units of a Board Developed Course in English;
* at least three courses of 2 units value or greater;
* at least four subjects;
* up to seven units of Science;
* you must complete the practical, oral or project works required for specific courses and the assessment requirements for each course;
* you must have sat for, and made a serious attempt at, the required Higher School Certificate examinations;
* meet the requirements of the HSC Minimum Standards in writing, reading and numeracy <https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-minimum-standard>; and
* successful completion of work placement for VET courses.

**Will you meet these requirements?**

# Assessment Information

**Why a School Assessment?**

School assessment allows for the measuring of ALL of the stated outcomes of the HSC courses as contained in the syllabus documents and not just those which are easily examined in an external (public) examination. School assessment allows for the assessing of a student’s progress in Year 11 and Year 12 and is therefore not a guess of a student’s performance in the final examination, the HSC. In particular, it allows for the assessing of practical and oral skills.

**What Should Students Know about School Assessment?**

* School assessment will measure the student’s achievement of the course outcomes.
* School assessment will measure examinable and non-examinable course outcomes.
* The school assessment mark will be moderated against the school’s performance in the external (public) examination.
* The weightings for the component parts of the course will vary from subject to subject, but not class to class.
* Students in 2-Unit and Extension courses with a ‘common component’ (the same basic course) will be assessed as a single unit, that is, as a 2-Unit student, then as Extension.
* VET subjects will be assessed as competencies as defined in the syllabus. These courses are based on National Training Packages that allow articulation into further education and are assessed to industry standards.
* School assessment will be based on student performance in assessment tasks undertaken during the course compared to the standards for that course.

**When Will Assessment Begin?**

The Year 12 courses will have ongoing assessment, as per the relevant assessment schedules. The school will report the final assessment results to NESA as a grade. A satisfactory assessment in Year 11 courses is necessary for progress to the Higher School Certificate. The Year 11 Course assessment **will not** contribute to the Higher School Certificate assessment. However, all students must have completed all assessment requirements for each course studied in Year 11 prior to proceeding to the HSC courses.

This Assessment Handbook is issued to each student and outlines each subject’s assessment schedule. Students will be advised **at least two weeks in advance** of any task that is to be used for assessment purposes. In the event of a student being unable to complete an assessment task for an approved reason, a substitute task or an estimated assessment may be given. All students will be advised of the progressive ranking at the end of Year 11, midway through Year 12 and again before the Higher School Certificate begins. (Assessment in a VET course will not be estimated)

***Any students failing to complete assessment tasks will have their name submitted to NESA which may result in the subject being deleted from their Higher School Certificate.***

# Assessment Task Notifications

Assessment task notifications will be issued to students AT LEAST TWO (2) SCHOOL WEEKS before an assessment task is due (other than formal examinations).

Students must be informed in writing of:

* the assessment components of the course;
* the outcomes being assessed in each task;
* the date due at least two weeks prior to the task due date;
* the task and what is required; and
* the assessment criteria and marking guidelines that will be used in each task.

**STUDENTS MUST SIGN TO ACKNOWLEDGE RECEIPT OF THE ASSESSMENT TASK NOTIFICATION (see Appendix 3 Page 23)**

Students receive adequate feedback in relation to the task and their performance.

Reports will be provided TWICE a school year.

# Submission of Assessment Tasks

Tasks completed at home must be submitted directly to the teacher. **Every written assessment task will have an official Condell Park High School cover sheet (see Appendix 3 pages 23-26).** In the event of the teacher being unavailable, assessment tasks must be submitted to the Faculty Staffroom, or failing that, to the Deputy Principal. **Students must always ensure that they receive the receipt slip for the submission of the task (see Appendix 3).**

In the case of all written assessment tasks completed at home, students are required to keep a hard copy of the submitted task. A digital back-up copy or a photocopy is acceptable. The copy must be produced on request and it will provide a student with security against loss of or damage to the submitted copy. Loss of a task, either electronic or physical, will not generally be accepted as a valid reason for late submission.

**Electronic Submission of Assessment Tasks**

Students are **NOT** to assume that they may submit assessment tasks by email or by other digital media. However, on some occasions, the Head Teacher may allow students to submit a task electronically. Head Teachers may also require students to hand in a printed copy of the task. Any such instructions will be made clear on the assessment task notification.

Electronic or digitally produced tasks must be printed as a hard copy on paper and submitted to the teacher by the due date. This is in addition to submission of the electronic copy of the task via a digital platform such as Edmodo. This is required to provide proof that the task was completed by the due date.

When this is required or permitted, the task may be submitted on USB, uploaded to Edmodo or by email. When electronic submission does occur, the following rules will apply:

1. The school will not be responsible for unreadable, unusable or virus infected files or media.
2. The school will only accept assessment tasks which are written in applications to which school staff have ready access, and in a format which can be read by most school computers. It is worth noting also that some Apple PCs are not compatible with school PCs.
3. The assessment task should be readily identifiable.
4. An assessment task is not considered submitted if conditions (1), (2) and (3) are not satisfied.
5. The school will not be responsible for not receiving emails. If submitting work by email, students must request that the teacher reply to their email confirming work has been received. Teachers will acknowledge receipt as soon as possible. Only receipts generated by the school’s email system will be considered valid. If a student does not receive a receipt within a reasonable time, it will mean that the teacher did not receive the work.

**Failure to Submit, Undertake or Make a Serious Attempt at an Assessment Task**

If you fail to complete or submit an assessment task, or fail to make a serious attempt, the Head Teacher will contact your parents, by letter, informing them of the penalty involved. The penalty is ZERO marks for the task, as per NESA guidelines.

An ‘N’ Award Determination Warning Letter is sent to your parents/guardians providing you with a new extended date for submission of the assessment task. Your parents/guardians will be asked to acknowledge receipt of this letter by returning the tear-off slip (see sample on Page 27).

All tasks must be satisfactorily completed in order to meet the course outcomes.

Failure to complete the assessment task by the new extended date, or failure to submit further assessment tasks for that subject, will result in parent interviews with the Deputy Principal and where possible, the Head Teacher.

If it appears that a student is at risk of not meeting assessment requirements in a course an ‘N’ Award Determination warning must be given in writing. This will give adequate time for the problem to be rectified.

Work placement, excursions and other extra-curricular activities are not a reason for non-completion of an assessment task. In practical subjects, non-completion of Major Works at progress checks will be considered by the teacher and Head Teacher as not meeting assessment task deadlines and NESA policies will be followed. This may result in an ‘N’ Determination in the course.

**Absence from an Assessment Task or Examination and Other Cases of Misadventure**

***Absence due to illness***

Students absent on the day of an assessment task or examination must ring and notify the Head Teacher in charge of the course of the absence before 9.00am on 02 9709 4522.

Students must bring a valid doctor’s certificate on the day **they return to school to verify their absence, and complete the Assessment Task Illness and Misadventure form (Appendix 2 Page 22)**. Certificates must **not** be back-dated and **must be handed in on the day of return** to the relevant Head Teacher of the course.

***Other cases of misadventure***

There may be some other unavoidable personal circumstances making it impossible for a student to attend. Such circumstances do not include family holidays (whenever booked) or social engagements.

If possible, prior to the date of the assessment task, students must bring a letter from a parent/guardian to be handed in to the relevant Head Teacher of the course, indicating in sufficient detail, the nature of the difficulty and the reason a student was unable to attend an examination or complete a task. If this cannot be done prior to the due date of the assessment task, then same process applies as an absence whereby a phone call needs to be made to the relevant Head Teacher of the course on the day of the due task. The School Appeal Committee will decide whether or not the student may do a similar task or instead be given an estimated mark. An estimated mark is based on information that the classroom teacher has collected about that student’s learning.

An **Assessment Task Illness/Misadventure form (see Appendix 2 page 22)** must be completed, signed by the parent/guardian and handed in to the Head Teacher of the course. These documents should be submitted to the Head Teacher of the course **on the first day of return to school**, or earlier in the case of a prolonged absence.

***Other circumstances relating to illness or misadventure***

When students present for an examination or assessment task while ill, or fall ill during the course of the examination or assessment task, they may make a claim for misadventure. Students must obtain a doctor’s certificate covering the day of the assessment and a completed Assessment Task Illness and Misadventure form (see Appendix 2 page 22). This should be submitted to the Front Office and Head Teacher of the course **on the first day of return to school**. Failure to complete and submit these forms may render the assessment task with a zero result with a NESA Warning Letter issued.

If a student attends an assessment task or examination while ill or subject to the effects of other misadventure and the School Appeal Committee supports their appeal, the following procedure will be followed:

* the paper will be marked along with all the others;
* the Head Teacher will then examine the marks awarded compared to the student’s other assessment marks and other evidence of the student’s level of achievement;
* if the new mark achieved is the same or better than expectations based on the other evidence, no action will be taken; and
* if the new mark is significantly below expectations, it will be set aside and an estimated mark will be given instead.

In cases where an estimate is awarded, the Head Teacher of the course, in consultation with the classroom teacher, will exercise his or her professional judgement, using all available evidence of achievement, to provide the most accurate estimate possible.

Illness or misadventure BEFORE an assessment task or examination will not generally be grounds for a misadventure claim. Students are expected to prepare over time and not to depend on last minute preparation. However, if symptoms or effects of prior illness or misadventure are still in evidence on the day of the assessment task or examination, they may be accepted as grounds for a misadventure appeal.

If the Assessment Task/Illness Misadventure application is not accepted, then the student will be awarded a zero mark and a NESA Warning Letter will be sent home to advise parents. Students may appeal against the decision by lodging an appeal form to the Principal within three (3) days of initial determination. The Principal may:

i. reject the appeal and order the zero mark to stand;

ii. grant a limited extension;

iii. order that a substitute task be performed; or

iv. award an estimate.

**Late attendance/or submission of an assessment task or examination**

Students who arrive late for an assessment task due to circumstances beyond their control should report to the Head Teacher of the course immediately. The Head Teacher will liaise with the School Appeal Committee and determine an appropriate course of action, and report back to the student.

**Alleged Malpractice in Assessment Tasks or Examinations**

Malpractice, or cheating, is “dishonest behaviour by a student that gives them an unfair advantage over others”.

Malpractice includes:

* plagiarism (copying someone else’s work and claiming that it is your work);
* collusion (allowing someone to copy your work);
* using materials from books, journals, CDs or the internet without acknowledging the source;
* submitting work that has a large contribution from another person that is not acknowledged;
* communicating with other students during an assessment or examination; and
* using forbidden aids (this includes bringing secret notes, or any electronic device not specifically allowed into an assessment or examination, whether or not it is used).

Allegations of plagiarism or other forms of malpractice will be reported to the Head Teacher of the course who will liaise with the School Appeal Committee and investigate the matter and, if proven, a zero will be awarded for the section that has been plagiarised. In the case of cheating or using an electronic device, the whole examination **will** be cancelled, a warning letter will be issued and parents notified.

Students are guided to avoid malpractice by:

1. ensuring all students have completed NESA’s “All My Own Work” program to be eligible for the HSC;
2. teachers constantly reminding students of good and ethical practice; and
3. signs are displayed in appropriate areas, including the Library, explaining aspects of good practice.

# Invalid/Unreliable Tasks

In exceptionally rare circumstances, often due to situations and circumstances beyond the control of the school, formal assessment tasks may be deemed invalid. In these cases students will be informed in writing or told by the Head Teacher of the course and one or more of the following will occur where appropriate:

* only part of the task will be marked;
* the weighting of the task may be reduced and additional weighting added to a future task; and/or
* a new task and due date will be issued giving two weeks’ notice prior to the due date.

***It is a requirement of NESA that any acts of malpractice be reported to NESA.***

# School ‘N’ Award Procedures

To be eligible for the Higher School Certificate, Principals must certify that students have met the eligibility and pattern of study requirements as detailed by NESA. Warning letters must be issued in time for students to redeem their assessment tasks. The letters must contain the correct information regarding NESA policy on satisfactory completion of course requirements.

**If course requirements are not completed satisfactorily, the following will occur:**

***Stage One – Warning No. 1***

* Classroom teacher sends an ‘N’ Determination Warning Letter home because of non-completion of an assessment task, non-completion of coursework due to poor attendance or poor attitude in class thus leading to non-completion of course requirements or non-completion of work placement (VET subjects only).
* A new due date for the task is recorded on the letter.
* Letter is signed by teacher, Head Teacher and Principal then posted home.
* Tear off slip is returned to Head Teacher or Classroom Teacher.
* Task is redeemed but a ‘zero’ mark recorded.

***Stage Two – Warning No. 2***

* Head Teacher issues a second Warning Letter if another task is not completed or if initial task has not been completed by the new due date.
* Letter is signed by class teacher, Head Teacher and Principal and posted home.
* Parent and student are interviewed by a Head Teacher. This is recorded on *Sentral*.
* The second letter is given to the parent at the interview. Parent signs slip to acknowledge receipt of ‘N’ Determination warning.
* During this interview, parents are informed that if the work is not completed on time, then a warning letter No. 3 is sent and this will lead to unsatisfactory completion of the course if not completed by due date. This will be recorded on *Sentral*.

***Stage Three – Warning No. 3***

If the student has not redeemed the assessment task/s; completed course requirements; or completed over 50% of course assessment tasks (for Year 12 students)

* A third and final letter is issued by the Head Teacher.
* Letter is signed by class teacher, Head Teacher and Principal.
* Parents are invited for an interview with the Deputy Principal and informed that their child may not meet requirements in that subject for the HSC if he/she doesn’t complete the required work by the allocated time on the letter. This is recorded on *Sentral*.
* If the parent fails to attend the interview, the student will not be allowed to return to school until the interview takes place.

***Stage Four***

* If the student has not completed the work required by the due date on Warning Letter No. 3, then a parent meeting is organised with the Principal informing the parents and the student that they will be ‘N’ Determined as they have not qualified to complete the course.
* Parents will have the option to appeal this process to the school Principal. If the appeal is not upheld, then parents may wish to appeal to NESA.

# Disability Provisions

A student may be granted disability provisions if they have:

* visual or auditory difficulties;
* learning difficulties;
* fine motor skills difficulties;
* illnesses such as diabetes;
* ongoing injuries that will impact on his/her ability to complete an assessment task; and
* psychological difficulties.

Parents/guardians are responsible for providing all documentation and informing the school of their child’s disability.

Successful applicants will be granted provisions that are appropriate as determined by NESA or the school. These may include such things as provision of a writer or reader, separate supervision, extra time, rest breaks, permission to use a computer for writing (in exceptional circumstances), large print examination papers or examinations printed on coloured paper.

In circumstances where a student has a temporary condition, such as an injury, which may affect school assessments or examinations, but is not relevant for consideration by NESA, then the student may apply to the Head Teacher Teaching and Learning and the Learning Support Team for the temporary approval for appropriate disability provisions. Medical or other appropriate evidence will be required.

**Administration of Disability Provisions in the School**

Some disability provisions, such as the provision of a writer and/or reader, require resources which may, at times, be difficult for the school to provide. Students in senior years will have a reader/writer from Year 10 or Year 11.

1. For extra time for assessment tasks (such as in-class tests), a student should notify their teacher as soon as they receive their assessment notification. It will be the responsibility of the teacher to liaise with the Head Teacher to accommodate extra time. Separate supervision will not be provided.
2. Once NESA approves disability provisions, arrangements are made with NESA officers and the parents/guardians and student(s) will be notified.

# Appeal Process

***Higher School Certificate and Record of Achievement Appeals***

**Introduction**

Students may appeal against decisions concerning aspects of the award of the Higher School Certificate and Record of Student Achievement on the following bases:

(a) student appeals against ‘N’ Determinations; and

(b) student appeals against assessment rankings in HSC courses.

***Non-completion of Course Requirements***

***Principal’s delegation***

NESA has delegated to Principals the authority to determine if students seeking the award of the Higher School Certificate at their school have satisfactorily completed each Board Developed and/or Board Endorsed Course in which they are enrolled in accordance with the requirements issued by NESA.

Principals therefore will determine if there is sufficient evidence that each student has applied himself/herself with diligence and sustained effort to the set tasks and experiences provided in the course by the school.

Any course for which the Principal makes an ‘N’ Determination will not appear on any NESA credential. Students who receive an ‘N’ Determination in any Year 11 course may be permitted to proceed to the HSC course provisionally while concurrently satisfying any outstanding Year 11 course requirements.

Students who receive an ‘N’ Determination in any HSC course will have neither a moderated assessment mark nor an examination mark awarded for that course in that year.

***Warnings***

If, at any time, it appears that a student is at risk of receiving an ‘N’ Determination in any course for any reason, the Principal must advise the student of the possible consequences of an ‘N’ Determination in a course on Higher School Certificate eligibility. The Principal must:

(a) advise the student in writing in time for the problem to be corrected;

(b) advise the parent or guardian in writing (if the student is under 18 years of age);

(c) request from the student/parent a written acknowledgement of the warning;

(d) issue at least one follow-up warning letter; and

(e) retain copies of the warning notice(s) and other relevant documentation.

***Principal’s Determination***

The Principal’s Determination is the initial decision made by the Principal under delegated authority from NESA. Where a Principal has determined that a student has not satisfied NESA requirements in a course, the Principal must advise NESA on the appropriate schedule.

***Completion of Appeal Forms***

The Principal’s Determination Form should be completed and a copy given, together with the Student Appeal form, to the student, or forwarded to the student’s home address. Principals must also advise the student’s parent or guardian in writing (if the student is under 18 years of age) of their right to appeal against the Principal’s Determination. NESA will review appeals only on the information submitted with the School Review Principal’s Report Form and the Student Appeal Form. No further information will be sought, thus copies of all warning letters must be provided.

If a student does not wish to appeal, the Determination Form should be retained at the school.

If the student’s appeal is successful at the school level, the Principal’s Determination Form, the Student Appeal Form and the School Review Principal’s Report Form should be retained at the school. Notification must be sent to NESA so that the ‘N’ Determination can be removed. Principals are to complete and send to NESA the appropriate page of the School Review Principal’s Report Form.

If the student’s appeal is unsuccessful at the school level, the Principal’s Determination Form, the Student Appeal Form, the School Review Principal’s Report Form and any other relevant documentation should be retained at the school unless the student wishes to appeal to NESA. The appropriate forms relating to ‘N’ Determinations must be submitted to NESA by the dates specified in the timetable.

# Student Appeals Process Against Assessment Rankings in HSC Course

Students may appeal against their assessment ranking in an HSC course. Upon receiving their HSC rankings at the end of the HSC examination period, students are advised to check their school based HSC ranking via the NESA portal.

Students should complete the NESA Student Appeal form provided in the NESA portal and present it to the school principal. The school will investigate the appeal to resolve the issue.

The school will inform the student of the outcome of the review. It will advise the student of the provision for a subsequent appeal to NESA including information about grounds for appeal if the school does not uphold the appeal.

# Vocational Education & Training (VET) Courses

**Definition of a VET course**

A course is regarded as a VET course when it meets all of the following criteria:

* it is designed to meet industry training needs;
* it has industry support in course design and delivery;
* it is based on national training packages where available;
* it is derived from national industry standards where available;
* it is written and assessed in competency-based terms;
* it provides a clearly defined pathway through recognition by TAFE and/or industry; and
* it is credentialed by NESA and is nationally recognised through the Australian Qualifications Framework.

**Vocational Education Courses Available at Condell Park High School**

These courses include:

* Construction;
* Hospitality (Kitchen Operations); and
* Hospitality (Food and Beverage)

Students will be informed of the following aspects of the course by their teacher in class:

* course requirements;
* work placement information; and
* assessment procedures.

**1. Completion of Course Requirements in a VET Course**

As with all other HSC courses, students undertaking VET courses may be deemed to have either completed or not completed course requirements. If at any stage a student appears to be at risk of receiving an ‘N’ Determination in a VET course, the Principal should follow the same procedure as for any other HSC course.

**2. VET Assessment**

***Competency Assessment***

VET courses are competency-based. This requires students to develop the competencies, skills and knowledge described by each unit of competency. A student must demonstrate to a qualified assessor that they can effectively carry out the various tasks and combination of tasks listed to the standard required in the appropriate industry to be assessed as competent.

There is no mark awarded in competency based assessment. Students are assessed as either ***Competent*** or ***Not Yet Competent***. Students will be progressively assessed as either competent or not yet competent in individual units of competency. When a student achieves a unit of competency it is signed off by the assessor.

Competency-based assessment determines the vocational qualifications that a student will receive.

***External Assessment – HSC examination***

This is an optional examination which can be used **for inclusion in the ATAR** as a ‘Category B’ subject. This exam is independent of the competency based assessment undertaken during the course and has no impact on the eligibility of the student to receive AQF qualifications. Check with your VET teacher for more information.

The estimated mark for NESA will be made up of 50% Year 11 Yearly Examination and 50% Year 12 Trial HSC Examination. This mark is required by NESA as an estimate for the HSC Examination and may be used if an accident or misadventure occurs.

**3. Credentialing Courses in the VET Curriculum Frameworks**

If a student elects to sit for the examination, the 240-hour courses in the VET Curriculum Frameworks are reported on the Record of Achievement with an examination mark. If the student elects not to sit for the examination, these courses are reported without a mark. For all courses within the VET Curriculum Frameworks reference is made to other documentation. Schools are required to enter either an ‘S’ (Satisfactory) or an ‘N’ (Non-Completion of Course Requirement) on the HSC Student Result Sheet using NESA’s course completion criteria as the basis for this decision. Schools are also required to inform NESA of units of competency achieved.

**4. Work Placement**

It is very important to consider the following information taken from the *ACE* *Manual* in relation to Work Placement, as part of NESA’s mandatory course requirements

* It should be noted that, if a student fails to undertake any **mandatory work placement** component, it may be determined that the student has not made a genuine attempt to complete course requirements.
* In this case, the Principal can indicate that the course has not been satisfactorily completed and the student may be eligible for an ‘N’ Determination.
* For each 120 hours of course duration, 35 hours of work placement must be satisfactorily completed, that is, 240-hour course = 70 hours work placement.

**For students enrolled in a 240-hour course who intend to withdraw from the course at the end of the Year 11 course – they must have satisfactorily completed their Work Placement. This is a NESA requirement**. For most students, this will not be a problem as they may be able to complete their work placement at any time during the school year prior to the HSC Examinations.

Work placement opportunities will be offered to all students by the School. **It is the student’s responsibility** to be ready to attend a placement offered and refusal to complete this placement may result in an ‘N’ Award. Students may negotiate to organise a suitable work placement and it must be approved by the school prior to its commencement.

**5. Recognition of Students’ Employment for Work Placement Purposes in a VET Course**

Students’ outside employment (that is, not under the auspices of the school) may be recognised towards the requirement for work placement in a VET course either -

1. under NESA policy on the Recognition of Prior Learning for the Higher School Certificate, through which students may be granted advanced standing within a VET course following assessment by a qualified assessor; or

2. if undertaken concurrently with the VET course, the employment must meet the following conditions:

* the minimum length of employment should be greater than the minimum hours of work placement;
* the student should undertake the employment during the duration of the course;
* the workplace supervisor/employer should provide evidence of the range of syllabus learning outcomes and a diversity of experiences in the workplace that have been addressed during the student’s employment;
* the principle purpose of the employment function is related to the industry area of the course;
* the enterprise providing the employment operates for commercial purposes and under commercial constraints or, in the case of other organisations such as welfare groups and government agencies, the work of the organisation accurately reflects the character and purpose of the industry;
* where a student is seeking to use existing employment for work placement purposes, teachers may consider the benefits of exposing the student to different workplace settings;
* student achievement of competency should continue to be assessed by a qualified assessor. The partnership arrangement existing between schools and employers in delivering VET courses should be the same for students’ employment as for students’ work placements;
* where a student’s existing employment is being recognised for work placement purposes, the student will be regarded as an employee of the enterprise for insurance purposes. Any arrangements made by schools and systems to protect the interests of employers providing work placements will not apply when students are working as employees; and
* under NESA guidelines, Registered Training Organisations (other than schools) may organise work placements, but this must be done in conjunction with the participating schools. The responsibility for approving concurrent employment for work placement purposes remains with the school.

**6. Recognition of Prior Learning for VET Courses**

Recognition of Prior Learning (RPL) can be claimed prior to the beginning of and during the course. This may be of value to students who enrol from another school or may have learned skills outside of school. Students who enrol from another school will be asked to provide evidence of their competencies and work placement and any other relevant documentation. Discussion regarding RPL with course teacher and VET Coordinator is required and may be applied for at Condell Park High School.

**7. Students Transferring into VET Courses (regarding recognition of prior learning)**

If a student wishes to enter a VET course at any stage after the course has commenced, he/she may be assessed by a qualified assessor using the following procedures:

1. An RPL process which includes appropriate assessment methods: This requirement may be waived if the student provides satisfactory documentation attesting to completion of identical units of competency. (Records from other school/training organisation and validated assessment tasks may be used as evidence).

2. In assessing achievement of particular competencies, the assessor will need to make a judgement using performance criteria included in the training package (or assessment criteria in a non-framework course).

3. Advanced standing for a unit of competency should only be granted where the student is able to demonstrate that all elements of competency have been achieved. The student would then be exempted from undertaking the unit of competency.

4. If the student is not eligible for advanced standing, the school may provide additional tuition for the student.

**8. Students Undertaking Multiple VET Courses**

Students who undertake more than one VET course will be able to claim common units of competency in each course for credentialing of Statements of Attainment or Statements of Achievement from NESA. However, they will be able to claim the “hours” credit for a unit of competency in *one* VET course *only*. This may impact on elective units to be studied by some students. Discussion with your class teacher will help clarify this situation.

**9. VET Appeal Process**

Students who wish to appeal against an assessment determination should consult their VET teacher for the relevant paperwork.

**Step 1:**

Student to clearly identify what it is they are appealing for – assessment task, unit of competency etc to be specified as well as providing a statement to support their position.

**Step 2:**

Written appeal with evidence to be presented to VET Coordinator.

**Step 3:**

A panel, which may consist of the Principal, the HT/VET Coordinator as well as the class teacher, will review the appeal. A third VET teacher may be involved in discussing the appeal.

**Step 4:**

A determination of the outcome of the appeal will be provided to the student. Evidence of the appeal, process and outcome will be recorded and stored on student records.

 **Condell Park High School**

*Appendix 1*

#  ASSESSMENT NOTIFICATION & COMPLETION FORM

 Course: Class:

 Teacher:

 Assessment Task Name:

 Weighting:

|  |  |  |  |
| --- | --- | --- | --- |
| ASSESSMENT TASK RECEIVED | ASSESSMENT TASK COMPLETED | Illness or Mis-adventure | ASSESSMENT TASK RECEIVED WITH MARK/S AND FEEDBACK |
| Student Name | Signature | Date | Signature | Date | Teacher to tick if applicable | Signature | Date |
| 1. |  |  |  |  |  |  |  |
| 2. |  |  |  |  |  |  |  |
| 3. |  |  |  |  |  |  |  |
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| 24 |  |  |  |  |  |  |  |
| 25. |  |  |  |  |  |  |  |

*Appendix 2*

**Condell Park High School**



# Assessment Task Illness/Misadventure Form

Submit this form to the HEAD TEACHER on the FIRST DAY OF YOUR RETURN TO SCHOOL

Name of Student: Year:

Task: Course: Due Date:

**Reason for missing the task/misadventure:**

Parent/Caregiver Signature: Date:

Student Signature: Date:

**Doctor’s Certificate attached? YES/NO**

(Doctor’s Certificate MUST be attached to this form if your reason is **ILLNESS**)

**Other supporting documentation provided? YES / NO**

If you were sick DURING an assessment, did you notify the teacher immediately? **YES / NO**

**HEAD TEACHER RECOMMENDATION:**

Head Teacher Signature: Date:

**DEPUTY PRINCIPAL DECISION:**

Deputy Principal (*in charge of year)*: Date:

OFFICE USE ONLY

Copy to: Student Student File Head Teacher

# Year 11/HSC Assessment TaskNotification

*Appendix 3*

|  |  |
| --- | --- |
| **Assessment Task:** | **Assessment Task No:** |
| **Faculty:** | **Due Date:** |
| **Course:** | **Weighting:** |
| **Teacher’s Name:** |
| **Student’s Name:** |

|  |
| --- |
| **THIS ASSESSMENT TASK CAN BE FOUND ON STUDENT DRIVE (Y)** |

**Syllabus Outcomes Being Assessed**

|  |
| --- |
|  |

**Submission Instructions**

|  |
| --- |
| * Submit the task to the class teacher on the specified date.
* This cover sheet must be attached to the task.
* Penalty for not submitting on the due date is zero.
* **Assessments submitted** after the due date will incur a mark of zero and you may be subjected to the N Determination process as prescribed by the Condell Park High School Assessment Policy, unless appropriate documentation is provided. See Assessment Booklet for details.
 |

**Student Confirmation**

By submitting the task for marking, I acknowledge the following:

1. The work submitted is my own work and appropriate acknowledgement of all sources has been made.
2. I am aware that the work may be submitted to **plagiarism** detection processes for the purpose of detecting possible **plagiarism**.
3. Where the work of others is used and not acknowledged, a finding of **plagiarism** will be made and a mark of zero awarded and I will have to resubmit the task.
4. I have a **copy** of this assessment if the original is lost or stolen.

Student’s Signature: Date:

**✂**

***Assessment Task Student Receipt (student to complete and keep as proof of assessment submission)***

|  |  |
| --- | --- |
| **FAMILY NAME:** | **GIVEN NAME:** |
| **TEACHER:** | **CLASS:** |
| **DATE DUE:** | **DATE SUBMITTED:** |
| **TITLE OF TASK:** | **TEACHER’S SIGNATURE:** |

**TASK DETAILS**

**1. Context: Classroom Learning**

|  |
| --- |
| Students have been prepared to effectively complete this task through: |

**2. Description of the Task**

|  |
| --- |
| ***Specific and explicit*** *expectations of task:** *Assessment tied to key concepts.*
* *What will the students produce? ie essay, extended response in class and oral presentation, debate, performance and suggested lengths.*
* *How will you complete the task?*
* *Scaffolds and/or adjustments that follow in order to determine where you begin and what challenges you can meet to successfully demonstrate learning will be provided.*

*Provide subject specific terminology and clear descriptions of NESA Glossary of Terms.***Describe:** Recognise and name.**Analyse:** Identify components and the relationship between them. Draw out and relate implications.**Critically Analyse:** Add degree or level of accuracy, depth, knowledge and understanding, logical, questioning, reflection and quality to the analysis. |

**Success Criteria**

*Explicit marking criteria will be provided.*

Through the completion of this assessment task, you have demonstrated the ability to:

|  |  |
| --- | --- |
| ExcellentAchievement17-20 |  |
| HighAchievement13-16 |  |
| SoundAchievement9-12 |  |
| BasicAchievement5-8 |  |
| ElementaryAchievement1-4 |  |

|  |
| --- |
| **STUDENT PLANNING (complete before you start and share with your teacher.)** |
|  | **Yes** | **No** | **Some Parts** |
| Do I understand what I need to do? |  |  |  |
| Have I asked my teacher for further clarification? |  |  |  |
| How many hours would this task take me to complete? |  |
| What resources will I need? |  |
| Outline the steps to be taken to complete the task:     |
| I have allocated the following dates to work on this task:1. \_\_\_\_/\_\_\_\_/\_\_\_\_ 2. \_\_\_\_/\_\_\_\_/\_\_\_\_3. \_\_\_\_/\_\_\_\_/\_\_\_\_ 4. \_\_\_\_/\_\_\_\_/\_\_\_\_ |
| Teacher feedback: 1st check point date |  |
| Teacher feedback: 2nd check point date (optional) |  |
| Teacher feedback: 3rd check point date (optional) |  |
| Teacher feedback: 4th check point date (optional) |  |

**Condell Park High School**

Third Avenue CONDELL PARK NSW 2200

Ph: 02 9709 4522

Fax: 02 9796 8027

Email: condellpk-h.school@det.nsw.edu.au

Mr & Mrs Smith

1 First Street

Sydney NSW 2000

16 March 2023

Bon **Scott**

**N Warning - Non-Completion of a Year 12 Course**

Dear Charles & Isabelle Scott

I am writing to advise that your child **Bon Scott** is in danger of not meeting the Course Completion Criteria for the Year 12 course **Music**.

NSW Education Standards Authority (NESA) requires schools to issue students with official warnings in order to give them the opportunity to redeem themselves. Please regard this letter as the **Not Achieving Course Outcomes** we have issued concerning **Music**.

A minimum of two course-specific warnings must be issued prior to a final 'N' determination being made for a course.

Course Completion Criteria

SAMPLE

The satisfactory completion of a course requires Principals to have sufficient evidence that the student has:

1. followed the course developed or endorsed by NESA; and
2. applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
3. achieved some or all of the outcomes.

Where it is determined that a student has not met the Course Completion Criteria, they place themselves at risk of receiving an 'N' (non-completion of course) determination. An "N" determination will mean that the course will not be listed on the student's Record of Achievement. In Year 12, students must make a genuine attempt at assessment tasks that contribute in excess of 50% of available marks. Completion of tasks worth exactly 50% is not sufficient: tasks worth in excess of 50% must be completed.

To date **Bon** has not satisfactorily met **a, b and c** of the Course Completion Criteria.

The table overleaf lists those tasks, requirements or outcomes not yet completed or achieved, and/or for which a genuine attempt has not been made. In order for **Bon** to satisfy the Course Completion Criteria, the tasks, requirements or outcomes listed overleaf need to be satisfactorily completed and/or achieved.

Please discuss this matter with **Bon** and contact the school if further information or clarification is needed on 9709 4522. Yours sincerely,

Class Teacher's Signature Head Teacher's Signature Principal's Signature

Mr B Adder

Class Teacher's Name

To satisfy the Course Completion Criteria, the following tasks, requirements or outcomes need to be satisfactorily completed by **Bon**.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Name/Course Requirement/Course Outcome** | **Percentage Weighting** | **Date Task Initially Due** | **Action Required by Student** | **Date to be Completed by** |
| Assessment 1 - Essay on Hamlet | 46% | 16/08/2022 | Complete this essay and hand in | 23/08/2022 |

SAMPLE

Please detach this section and return to the Faculty Head Teacher.

Requirements for the Satisfactory Completion of a Year 12 Course.

I have received the letter dated 16 March 2022 indicating that Bon Scott is in danger of not having satisfactorily completing Music.

I am aware that this course may not appear on his Higher School Certificate Record of Achievement.

I am also aware that the 'N' determination may make him ineligible for the award of the Higher School Certificate.

Parent/Guardian's signature: Date:

Student’s signature: Date:

**CONDELL PARK HIGH SCHOOL**

# HSC COURSE ASSESSMENT SCHEDULES

**TERM 4, 2022 – TERM 3, 2023**



**Assessment Schedules**

**for**

**All Year 12 Courses**

**2022 (T4) – 2023 (T3)**

**Students sign to acknowledge receipt of the Assessment Schedules.**

**Students will be given at least two weeks’ notice before each assessment task to confirm the date.**

The assessment of a student’s achievement throughout the HSC course is ongoing and is made at several points and in a variety of methods.

Satisfactory completion of classwork and assessable tasks is mandatory for students to continue to the HSC examination. Unsatisfactory completion or failure to submit assessable tasks may result in an ‘N’ Determination being issued in the course.

***STUDENT INSTRUCTIONS***

* *Refer to the Assessment Schedules for all your HSC courses.*
* *Assessment Calendar: Tear off back page and highlight the assessment tasks for your courses. This will help you to see at a glance when tasks are due, and therefore, help you with your organisation.*
* *Keep Assessment Handbook for future reference.*
* *Remember: All efforts should be made to attend all assessment tasks. Absence from an assessment task will require a doctor’s certificate as per NESA regulations.*

|  |
| --- |
| **Subjects Studied** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

# English Faculty

## English Advanced

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Multimodal****Common Module**  | **Comparative Critical Response****Module A** | **Portfolio Including Modules B & C** | **Trial HSC Examination****Common Module, Module A, B & C** |
| Term 4 Week 9 | Term 1 Week 6 | Term 3 Week 2 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**EA12-1, EA12-2EA12-3, EA12-4EA12-5, EA12-7, EA12-8 | **Outcomes Assessed**EA12-1, EA12-2,EA12-3, EA12-4,EA12-6, EA12-8 | **Outcomes Assessed**EA12-1, EA12-2EA12-3, EA12-4, EA12-7,EA12-8, EA12-9 | **Outcomes Assessed**EA12-1, EA12-2EA12-3, EA12-4EA12-6, EA12-7EA12-8, EA12-9 |
| Knowledge and understanding of course content | 10 | 15 | 15 | 10 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes  | 10 | 5 | 15 | 20 | **50** |
| **Total %** | **20** | **20** | **30** | **30** | **100** |

**Outcomes for the English Advanced HSC Course**

A student:

EA12-1 independently responds to, composes and evaluates a range of complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EA12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EA12-3 critically analyses and uses language forms, features and structures of texts justifying appropriateness for specific purposes, audiences and contexts and evaluates their effects on meaning

EA12-4 strategically adapts and applies knowledge, skills and understanding of language concepts and literary devices in new and different contexts

EA12-5 thinks imaginatively, creatively, interpretively, critically and discerningly to respond to, evaluate and compose texts that synthesis complex information, ideas and arguments

EA12-6 investigates and evaluates the relationship between texts

EA12-7 evaluates the diverse ways texts can represent personal and public worlds and recognizes how they are valued

EA12-8 explains and evaluates nuanced cultural assumptions and values in texts and their effects on meaning

EA12-9 reflects on, evaluates and monitors own learning and refines individual and collaborative processes as an independent learner

## English Extension 1NOT OFFERED IN 2023

*(Board Developed Course – 1 Unit)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| --- | --- | --- | --- | --- |
| **Creative response and reflection** | **Critical response with related text** | **Trial HSC Examination** |
|  |  |  |
| **Outcomes Assessed**EE12-2, EE12-4,EE12-5 | **Outcomes Assessed**EE12-1, EE12-2,EE12-3, EE12-4 | **Outcomes Assessed**EE12-1, EE12-2,EE12-3, EE12-4,EE12-5 |
| Common module | 35 |  |  | **35** |
| Elective |  | 35 |  | **35** |
| Elective |  |  | 30 | **30** |
| **Total %** | **35** | **35** | **30** | **100** |

**Outcomes for the English Extension 1 HSC Course**

A student:

EEX12-1 demonstrates a deep understanding of the dynamic relationships between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2 strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3 applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4 undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant experience, event or idea

EEX12-5 reflects on and evaluates the composition process and the effectiveness of their own published composition

## English Extension 2NOT OFFERED IN 2023

*(Board Developed Course – 1 Unit)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| --- | --- | --- | --- | --- |
| **Viva Voce (including written proposal)** | **Literature review** | **Critique of the creative process** |
|  |  |  |
| **Outcomes Assessed**EEX12-1, EEX12-4, EEX12-5 | **Outcomes Assessed**EEX12-1, EEX12-2, EEX12-3, EEX12-4 | **Outcomes Assessed**EEX12-2, EEX12-3, EEX12-5 |
| Skills in extensive independent research | 15 | 20 | 15 | **50** |
| Skills in sustained composition | 15 | 20 | 15 | **50** |
| **Total %** | **30** | **40** | **30** | **100** |

**Outcomes for the English Extension 2 HSC Course**

A student:

EEX12-1

demonstrates a deep understanding of the dynamic relationship between text, composer, audience and context through the conceptualisation and execution of an extended composition using appropriate mode, medium and technology

EEX12-2

strategically and effectively manipulates language forms and features to create a substantial extended composition for a specific purpose, audience and context

EEX12-3

applies knowledge, understanding and insight, refined through analysis, interpretation, criticism and evaluation of strategically chosen texts, to shape new meaning in an original composition

EEX12-4

undertakes extensive independent investigation to articulate a personal perspective that explores, challenges, speculates or evaluates a significant situation, event or idea

EEX12-5

reflects on and evaluates the composition process and the effectiveness of their own published composition

## English EAL/D

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Multimodal****Module A**  | **Module D** | **Modules B & C** | **Trial HSC Examination****Modules A, B, C & D** |
| Term 1 Week 2 | Term 2 Week 2 | Term 3 Week 2 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**EAL12-1AEAL12-1BEAL12-3EAL12-5EAL12-6EAL12-7 | **Outcomes Assessed**EAL12-1AEAL12-3EAL12-5EAL12-6EAL12-7EAL12-8EAL12-9 | **Outcomes Assessed**EAL12-1AEAL12-2EAL12-3EAL12-6EAL12-7EAL12-8 | **Outcomes Assessed**EAL12-1A EAL12-3EAL12-4 EAL12-5 EAL12-7EAL12-8 |
| Knowledge and understanding of course content | 10 | 15 | 10 | 15 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes  | 10 | 10 | 15 | 15 | **50** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the English EAL/D HSC Course**

A student:

EAL12-1A responds to, composes and evaluates a range of complex and sustained texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EAL12-1B communicates information, ideas and opinions in a range of familiar and unfamiliar personal, social and academic contexts

EAL12-2 uses, evaluates and justifies processes, skills and knowledge necessary for responding to and composing a wide range of texts in different media and technologies

EAL12-3 identifies, selects and uses language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts, and analyses and evaluates their effects on meaning

EAL12-4 applies and adapts knowledge, skills and understanding of literary devices, language concepts and mechanics into new and different contexts

EAL12-5 thinks imaginatively, creatively, interpretively and critically to respond to, represent and evaluate complex ideas, information and arguments in a wide range of texts

EAL12-6 investigates and evaluates the relationships between texts

EAL12-7 integrates understanding of the diverse ways texts can represent personal and public worlds

EAL12-8 analyses and evaluates cultural references and perspectives in texts and examines their effects on meaning

EAL12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## English Standard

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Multimodal****Common Module**  | **Portfolio including****Module C and B** | **Analytical Response****Module A** | **Trial HSC Examination****Common Module, Module A, B & C** |
| Term 4 Week 9 | Term 2 Week 5 | Term 3 Week 3 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**EN12-1, EN12-2,EN12-3, EN12-4,EN12-6, EN12-7 | **Outcomes Assessed**EN12-1, EN12-3,EN12-5, EN12-7,EN12-8 | **Outcomes Assessed**EN12-1,EN12-3,EN12-4, EN12‑5,EN12-6, EN12-7 | **Outcomes Assessed**EN12-1, EN12-3,EN12-5, EN12-6,EN12-7, EN12-9 |
| Knowledge and understanding of course content | 10 | 15 | 15 | 10 | **50** |
| Skills in responding to texts and communication of ideas appropriate to audience, purpose and context across all modes  | 10 | 15 | 5 | 20 | **50** |
| **Total %** | **20** | **30** | **20** | **30** | **100** |

**Outcomes for the English Standard HSC Course**

A student:

EN12-1 independently responds to and composes complex texts for understanding, interpretation, critical analysis, imaginative expression and pleasure

EN12-2 uses, evaluates and justifies processes, skills and knowledge required to effectively respond to and compose texts in different modes, media and technologies

EN12-3 analyses and uses language forms, features and structures of texts and justifies their appropriateness for purpose, audience and context and explains effects on meaning

EN12-4 adapts and applies knowledge, skills and understanding of language concepts and literary devices into new and different contexts

EN12-5 thinks imaginatively, creatively, interpretively, analytically and discerningly to respond to and compose texts that include considered and detailed information, ideas and arguments

EN12-6 investigates and explains the relationships between texts

EN12-7 explains and evaluates the diverse ways texts can represent personal and public worlds

EN12-8 explains and assesses cultural assumptions in texts and their effects on meaning

EN12-9 reflects on, assesses and monitors own learning and refines individual and collaborative processes as an independent learner

## English Studies

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Multimodal** **Common Module** | **Research presentation with reflection****Module A** | **Collection of Work****Common Module, Module A & E** | **Trial HSC Examination****Common Module & Module A & E** |
| Term 4 Week 9 | Term 1 Week 7 | Term 2 Week 10 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**ES12-1, ES12-4,ES12-5, ES12-7,ES12-9 | **Outcomes Assessed**ES12-1, ES12-2,ES12-3, ES12-6,ES12-7, ES12-8 | **Outcomes Assessed**ES12-1, S12-3,ES12-5, ES12-6, ES12-8 | **Outcomes Assessed**ES12-3, ES12-3,ES12-4, ES12-5,ES12-9, ES12-10 |
| Knowledge and understanding of course content | 15 | 10 | 15 | 10 | **50** |
| Skills in* comprehending texts
* communicating ideas
* using language accurately appropriately and effectively
 | 10 | 15 | 15 | 10 | **50** |
| **Total %** | **25** | **25** | **30** | **20** | **100** |

**Outcomes for the English Studies HSC Course**

A student:

ES12-1 comprehends and responds analytically and imaginatively to a range of texts, including short and extended texts, literacy texts and texts from academic, community, workplace and social contexts for a variety of purposes

ES12-2 identifies, uses and assesses strategies to comprehend increasingly complex and sustained written, spoken, visual, multimodal and digital texts that have been composed for different purposes and contexts

ES12-3 accesses, comprehends and uses information to communicate in a variety of ways

ES12-4 composes proficient texts in different forms

ES12-5 develops knowledge, understanding and appreciation of how language is used, identifying and explaining specific language forms and features in tests that convey meaning to different audiences

ES12-6 uses appropriate strategies to compose texts for different modes, media, audiences, contexts and purposes

ES12-7 represents own ideas in critical, interpretive and imaginative texts

ES12-8 understands and explains the relationships between texts

ES12-9 identifies and explores ideas, values, points of view and attitudes expressed in texts, and explains ways in which texts may influence, engage and persuade different audiences

ES12-10 monitors and reflects on own learning and adjusts individual and collaborative processes to develop as a more independent learner

# HSIE Faculty

## Ancient History

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Combined task** research/source analysis | **Combined task** take-home research – in‑class essay | **Combined task** – Historical Analysis essaycombined with oral presentation | **Trial HSC****Examination** |
| Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**AH 12-1AH 12-5AH 12-6 | **Outcomes Assessed**AH 12-3AH 12-4AH 12-5 | **Outcomes Assessed**AH12-7 AH12-8AH12-9 | **Outcomes Assessed**AH12-1AH12-2AH12-3AH12-4AH12-5AH12-6AH12-7AH12-8AH12-9AH12-10 |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 |  | 5 | 10 | **20** |
| Historical inquiry and research | 5 | 10 |  | 5 | **20** |
| Communication of historical understanding in appropriate forms |  | 5 | 10 | 5 | **20** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Ancient History HSC Course**

A student:

AH12-1 accounts for the nature of continuity and change in the ancient world

AH12-2 proposes arguments about the varying causes and effects of events and developments

AH12-3 evaluates the role of historical features, individuals and groups in shaping the past

AH12-4 analyses the different perspectives of individuals and groups in their historical context

AH12-5 assesses the significance of historical features, people, places, events and developments of the ancient world

AH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

AH12-7 discusses and evaluates differing interpretations and representations of the past

AH12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

AH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

AH12-10 analyses issues relating to the ownership, custodianship and conservation of the ancient past

## Modern History

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Research/ source analysis task****Historical Analysis** | **Take home research, in‑class essay** | **Research combined with oral presentation** | **Trial HSC****Examination** |
| Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**MH12-1MH12-2MH12-3MH12-9 | **Outcomes Assessed**MH12-6MH12-8 MH12-9 MH12-10 | **Outcomes Assessed**MH12-5 MH12-6 MH12-8 MH12-9 | **Outcomes Assessed**MH12-3MH12-4 MH12-6 MH12-7 |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | **40** |
| Historical skills in the analysis and evaluation of sources and interpretations | 5 | 5 | 5 | 5 | **20** |
| Historical inquiry and research | 5 | 5 | 5 | 5 | **20** |
| Communication of historical understanding in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Modern History HSC Course**

A student:

MH12-1 accounts for the nature of continuity and change in the modern world

MH12-2 proposes arguments about the varying causes and effects of events and developments

MH12-3 evaluates the role of historical features, individuals, groups and ideas in shaping the past

MH12-4 analyses the different perspectives of individuals and groups in their historical context

MH12-5 assesses the significance of historical features, people, ideas, movements, events and developments of the modern world

MH12-6 analyses and interprets different types of sources for evidence to support an historical account or argument

MH12-7 discusses and evaluates differing interpretations and representations of the past

MH 12-8 plans and conducts historical investigations and presents reasoned conclusions, using relevant evidence from a range of sources

MH12-9 communicates historical understanding, using historical knowledge, concepts and terms, in appropriate and well-structured forms

## History Extension

## NOT OFFERED IN 2023

*(Board Developed Course – 1 Unit)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| **History Project: Historical Process**The Proposal, Annotated Sources & Bibliography, Process Log | **History Project:** The Essay | **Trial HSC Examination** |
| Term 1 – Term 2 | Term 3 Week 2 | Term 3 Weeks 6 & 7 |
| **Outcomes Assessed**HE12-1HE12-2HE12-3HE12-4 | **Outcomes Assessed**HE12-1HE12-2HE12-3HE12-4 | **Outcomes Assessed**HE12-1HE12-3HE12-4 |
| Knowledge and understanding of significant historical ideas and processes | 10 | 20 | 10 | **40** |
| Skills in designing, undertaking and communicating historical inquiry and analysis | 20 | 20 | 20 | **60** |
| **Total %** | **30** | **40** | **30** | **100** |

**Outcomes for the History Extension 1 HSC Course**

A student:

HE12-1 analyses and evaluates different approaches to history and the complexity of factors that shape historical interpretations

HE12-2 plans, conducts and presents a substantial historical investigation involving analysis, synthesis and evaluation of information from historical sources of differing perspectives and historical approaches

HE12-3 communicates through detailed, well-structured texts to explain, argue, discuss, analyse and evaluate historical issues

HE12-4 constructs an historical position about an area of historical inquiry, and discusses and challenges other positions

## Society & Culture

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Research and written task**Report | **Research**Hand-in essay | **Research task**In-class essay | **Trial HSC Examination** |
| Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 9 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H1, H6, H7,H8, H9, H10 | **Outcomes Assessed**H1, H2, H3, H5, H7, H9, H10 | **Outcomes Assessed**H1, H2, H3,H4, H5, H9,H10 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |
| Knowledge and understanding of course content | 10 | 10 | 10 | 20 | **50** |
| Application and evaluation of social and cultural research methods | 5 | 10 | 10 | 5 | **30** |
| Communication of information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

Students will be continuously working on their Personal Interest Project throughout the year. This is an external assessment that contributes to 40% of their final HSC mark.

**Outcomes for the Society and Culture HSC Course**

A student:

H1 evaluates and effectively applies social and cultural concepts

H2 explains the development of personal, social and cultural identity

H3 analyses relationships and interactions within and between social and cultural groups

H4 assesses the interaction of personal experience and public knowledge in the development of social and cultural literacy

H5 analyses continuity and change and their influence on personal and social futures

H6 evaluates social and cultural research methods for appropriateness to specific research tasks

H7 selects, organises, synthesises and analyses information from a variety of sources for usefulness, validity and bias

H8 uses planning and review strategies to conduct ethical social and cultural research that is appropriate for tasks ranging from the simple to the complex

H9 applies complex course language and concepts appropriate for a range of audiences and contexts

H10 communicates complex information, ideas and issues using appropriate written, oral and graphic forms

## Studies of Religion II

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Written Research Task**Religion and Belief Systems in Australia – Post 1945 | **Combined Task (take home research/in-class essay + stimulus provided)**Religious Tradition Study | **Combined Task – research essay combined with oral presentation**Religion and Peace | **Trial HSC Examination** |
| Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 8 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H1, H2, H3, H4, H5, H6, H8, H9 | **Outcomes Assessed**H1, H2, H4, H5, H6, H7, H8, H9 | **Outcomes Assessed**H1, H2, H5, H6, H7, H8, H9 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6, H7, H8, H9 |
| Knowledge and understanding of course content | 5 | 10 | 5 | 20 | **40** |
| Source-based skills | 5 | 5 | 5 | 5 | **20** |
| Investigation and research | 5 | 5 | 10 |  | **20** |
| Communication of information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Studies of Religion II HSC Course**

A student:

H1 explains aspects of religion and belief systems

H2 describes and analyses the influence of religion and belief systems on individuals and society

H3 examines the influence and expression of religion and belief systems in Australia

H4 describes and analyses how aspects of religious traditions are expressed by their adherents

H5 evaluates the influence of religious traditions in the life of adherents

H6 organises, analyses and synthesises relevant information about religion from a variety of sources, considering usefulness, validity and bias

H7 conducts effective research about religion and evaluates the findings from the research

H8 applies appropriate terminology and concepts related to religion and belief systems

H9 coherently and effectively communicates complex information, ideas and issues using appropriate written, oral and graphic forms

##  Business Studies

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **In-class response** | **Research essay** | **Finance in-class test** | **Trial HSC****Examination** |
| Term 4 Week 8 | Term 1 Week 9 | Term 2 Week 7 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H1H2H3H4H5 | **Outcomes Assessed**H7H8H9 | **Outcomes Assessed**H10H8H9 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | **40** |
| Stimulus-based skills | 5 | 5 | 5 | 5 | **20** |
| Inquiry and research | 5 | 5 | 5 | 5 | **20** |
| Communication of business information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Business Studies HSC Course**

A student:

H1 critically analyses the role of business in Australia and globally

H2 evaluates management strategies in response to changes in internal and external influences

H3 discusses the social and ethical responsibilities of management

H4 analyses business functions and processes in large and global businesses

H5 explains management strategies and their impact on businesses

H6 evaluates the effectiveness of management in the performance of businesses

H7 plans and conducts investigations into contemporary business issues

H8 organises and evaluates information for actual and hypothetical business situations

H9 communicates business information, issues and concepts in appropriate formats

H10 applies mathematical concepts appropriately in business situations

## Legal Studies

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **In-class Task****Topic Test****Crime** | **Research****Task****Human Rights** | **Research, media file (research investigation proforma), in-class essay** | **Trial HSC Examination** |
| Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 9 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H1, H6, H7, H8, H10 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6, H8, H9, H10 | **Outcomes Assessed**H1, H4, H5, H7, H9, H10 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6, H7, H8, H9, H10 |
| Knowledge and understanding of course content | 5 | 10 | 10 | 15 | **40** |
| Analysis and evaluation | 5 | 5 | 5 | 5 | **20** |
| Inquiry and research | 5 | 5 | 5 | 5 | **20** |
| Communication of legal information, ideas and issues in appropriate forms | 5 | 5 | 5 | 5 | **20** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Legal Studies HSC Course**

A student:

H1 identifies and applies legal concepts and terminology

H2 describes and explains key features of and the relationship between Australian and international law

H3 analyses the operation of domestic and international legal systems

H4 evaluates the effectiveness of the legal system in addressing issues

H5 explains the role of law in encouraging cooperation and resolving conflict, as well as initiating and responding to change

H6 assesses the nature of the interrelationship between the legal system and society

H7 evaluates the effectiveness of the law in achieving justice

H8 locates, selects, organises, synthesises and analyses legal information from a variety of sources including legislation, cases, media, international instruments and documents

H9 communicates legal information using well-structured and logical arguments

H10 analyses differing perspectives and interpretations of legal information and issues

## Work Studies

*(Content Endorsed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Research** | **Work-ready program and work placement** | **Career planning** | **Trial HSC Examination** |
| Term 4 Week 6 | Term 1 Week 4 | Term 2 Week 3 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**4, 5, 9 | **Outcomes Assessed**1, 2, 3, 5, 6 | **Outcomes Assessed**1, 3, 4 | **Outcomes Assessed**2, 4, 7, 8, 9 |
| Development of skills in decision making, organising and presenting information | 5 | 10 | 5 | 15 | **35** |
| Knowledge and understanding (objectives relate to the course as a whole) | 5 | 5 | 10 | 10 | **30** |
| Development of skills in the major elements of the job seeking process | 5 | 5 | 10 | 15 | **35** |
| **Total %** | **15** | **20** | **25** | **40** | **100** |

**Outcomes for the Work Studies HSC Course**

A student:

1. investigates a range of work environments
2. examines different types of work and skills for employment
3. analyses employment options and strategies for career management
4. assesses pathways for further education, training and life planning
5. communicates and uses technology effectively
6. applies self-management and teamwork skills
7. utilises strategies to plan, organise and solve problems
8. assesses influences on people’s working lives
9. evaluates personal and social influences on individuals and groups

# Mathematics Faculty

## Mathematics Advanced

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Stimulus Task**TopicsS1.2, E1, S2.1, S2.2, F2 | **In-class test**TopicsT3, C2.1, C2.2,C4.1, C4.2 | **Investigative task**Topics S3.1, S3.2,  C3.1, C3.2 | **Trial HSC Examination**All Topics |
| Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 7 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**MA12-1MA12-8MA12-9MA12-10 | **Outcomes Assessed**MA12-1MA12-3MA12-5MA12-6MA12-9MA12-10 | **Outcomes Assessed**MA12-3MA12-6MA12-8MA12-9MA12-10 | **Outcomes Assessed**MA12-1, MA12-2MA12-3, MA12-4MA12-5, MA12-6MA12-7, MA12-8MA12-9, MA12-10 |
| Understanding fluency and communication | 5 | 15 | 10 | 20 | **50** |
| Problem solving, reasoning and justification | 15 | 10 | 15 | 10 | **50** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Mathematics Advanced HSC Course**

A student:

MA12-1 uses detailed algebraic and graphical techniques to critically construct, model and evaluate arguments in a range of familiar and unfamiliar contexts

MA12-2 models and solves problems and makes informed decisions about financial situations using mathematical reasoning and techniques

MA12-3 applies calculus techniques to model and solve problems

MA12-4 applies the concepts and techniques of arithmetic and geometric sequences and series in the solution of problems

MA12-5 applies the concepts and techniques of periodic functions in the solution of problems involving trigonometric graphs

MA12-6 applies appropriate differentiation methods to solve problems

MA12-7 applies the concepts and techniques of indefinite and definite integrals in the solution of problems

MA12-8 solves problems using appropriate statistical processes

MA12-9 chooses and uses appropriate technology effectively in a range of contexts, models and applies critical thinking to recognise appropriate times for such use

MA12-10 constructs arguments to prove and justify results and provides reasoning to support conclusions which are appropriate to the context

**Content/Topic Codes:**

**F** Functions

**T** Trigonometric Functions and Graphs

**C** Calculus

**M** Financial Mathematics

**S** Statistical Analysis

## Mathematics Standard 2

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Stimulus activity**TopicsS1, M2, A2 | **In-class test**TopicsS2, N2.1, N2.2,F4.1, F4.2, M6 | **Investigation**TopicsN2.1, N2.2, M6,M7, F5, S4 | **Trial HSC Examination**All Topics |
| Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 7 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**MS2-12-9MS2-12-10 | **Outcomes****Assessed**MS2-12-3MS2-12-4MS2-12-5MS2-12-8MS2-12-9MS2-12-10 | **Outcomes****Assessed**MS2-12-2MS2-12-3MS2-12-4MS2-12-5MS2-12-7MS2-12-8MS2-12-9MS2-12-10 | **Outcomes Assessed**MS2-12-1, MS2-12-2MS2-12-3, MS2-12-4MS2-12-5, MS2-12-6MS2-12-7, MS2-12-8MS2-12-9,MS2-12-10 |
| Understanding, fluency and communication | 5 | 15 | 10 | 20 | **50** |
| Problem solving, reasoning and justification | 15 | 10 | 15 | 10 | **50** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Mathematics Standard 2 HSC Course**

A student:

MS2-12-1 uses detailed algebraic and graphical techniques to critically evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS2-12-2 analyses representations of data in order to make inferences, predictions and draw conclusions

MS2-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness, including the degree of accuracy and the conversion of units where appropriate

MS2-12-4 analyses two-dimensional and three-dimensional models to solve practical problems

MS2-12-5 makes informed decisions about financial situations, including annuities and loan repayments

MS2-12-6 solves problems by representing the relationships between changing quantities in algebraic and graphical forms

MS2-12-7 solves problems requiring statistical processes, including the use of the normal distribution and the correlation of bivariate data

MS2-12-8 solves problems using networks to model decision-making in practical problems

MS2-12-9 chooses and uses appropriate technology effectively in a range of contexts, and applies critical thinking to recognise appropriate times and methods for such use

MS2-12-10uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others and justifying a response

**Content/Topic Codes:**

**A** Algebra

**M** Measurement

**F** Financial Mathematics

**S** Statistical Analysis

**N** Networks

## Mathematics Standard 1

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Stimulus activity**TopicsM2, A2, S2 | **In-class Test**TopicsM4, M5, S3.1,S3.2, N1.1, N1.2 | **Investigation**TopicM3, M4, M5,N1.1, N1.2, F2 | **Trial HSC Examination**All Topics |
| Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 7 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**MS1-12-9MS1-12-10 | **Outcomes Assessed**MS1-12-2MS1-12-3MS1-12-4MS1-12-7MS1-12-8MS1-12-9MS1-12-10 | **Outcomes Assessed**MS1-12-3MS1-12-4MS1-12-5MS1-12-8MS1-12-9MS1-12-10 | **Outcomes Assessed**MS1-12-1MS1-12-2MS1-12-3MS1-12-4MS1-12-5MS1-12-6MS1-12-7MS1-12-8MS1-12-9MS1-12-10 |
| Understanding, fluency and communication | 5 | 15 | 10 | 20 | **50** |
| Problem solving, reasoning and justification | 15 | 10 | 15 | 10 | **50** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Mathematics Standard 1 HSC Course**

A student:

MS1-12-1 uses algebraic and graphical techniques to evaluate and construct arguments in a range of familiar and unfamiliar contexts

MS1-12-2 analyses representations of data in order to make predictions and draw conclusions

MS1-12-3 interprets the results of measurements and calculations and makes judgements about their reasonableness

MS1-12-4 analyses simple two-dimensional and three-dimensional models to solve practical problems

MS1-12-5 makes informed decisions about financial situations likely to be encountered post-school

MS1-12-6 represents the relationships between changing quantities in algebraic and graphical forms

MS1-12-7 solves problems requiring statistical processes

MS1-12-8 applies network techniques to solve network problems

MS1-12-9 chooses and uses appropriate technology effectively and recognises appropriate times for such use

MS1-12-10uses mathematical argument and reasoning to evaluate conclusions, communicating a position clearly to others

**Content/Topic Codes:**

**A** Algebra

**M** Measurement

**F** Financial Mathematics

**S** Statistical Analysis

**N** Networks

## Mathematics Extension 1

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Stimulus Investigation**TopicsC1, P1 | **In-class test**TopicsP1, T3, V1.3,C2, C3.1, C3.2 | **Investigative Task**TopicsC2, V1.1, V1.2 | **Trial HSC Examination**All Topics |
| Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 8 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**ME12-1ME12-6ME 12-7 | **Outcomes Assessed**ME12-1ME12-2ME12-3ME12-4ME12-6ME12-7 | **Outcomes Assessed**ME12-1ME12-2ME12-4ME12-6ME12-7 | **Outcomes Assessed**ME12-1ME12-2ME12-3ME12-4ME12-5ME12-6ME12-7 |
| Understanding, fluency and communication | 5 | 15 | 10 | 20 | **50** |
| Problem solving, reasoning and justification | 15 | 10 | 15 | 10 | **50** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Mathematics Extension 1 HSC Course**

A student:

ME12-1 applies techniques involving proof or calculus to model and solve problems

ME12-2 applies concepts and techniques involving vectors and projectiles to solve problems

ME12-3 applies advanced concepts and techniques in simplifying expressions involving compound angles and solving trigonometric equations

ME12-4 uses calculus in the solution of applied problems, including differential equations and volumes of solids of revolution

ME12-5 applies appropriate statistical processes to present, analyse and interpret data

ME12-6 chooses and uses appropriate technology to solve problems in a range of contexts

ME12-7 evaluates and justifies conclusions, communicating a position clearly in appropriate

 mathematical forms

**Content/Topic Codes:**

**P** Proof

**V** Vectors

**T** Trigonometric Functions

**C** Calculus

**S** Statistical Analysis

## Mathematics Extension 2NOT OFFERED IN 2023

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **In-class test**TopicsN1.1, N1.2, N1.3 | **Investigation**TopicsN1.1, N1.2, N1.3P1, P2 | **Stimulus Activity**TopicsN2.1, N2.2, V1.1, V1.2, V1.3, C1,M1.1, M1.2 | **Trial HSC Examination**TopicsAll Topics |
|  |  |  |  |
| **Outcomes Assessed**MEX12-1, MEX12-4MEX12-7, MEX12-8 | **Outcomes Assessed**MEX12-1, MEX12-2MEX12-4, MEX12-7MEX12-8 | **Outcomes Assessed**MEX12-1, MEX12-3MEX12-4, MEX12-5MEX12-6, MEX12-7MEX12-8 | **Outcomes Assessed**MEX12-1 toMEX12-8 |
| Understanding, Fluency and Communicating | 5 | 15 | 10 | 20 | **50** |
| Problem Solving, Reasoning and Justification | 15 | 10 | 15 | 10 | **50** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**The Mathematics Extension 1 Year 12 course should be taught prior to or concurrently with this course.**

**Outcomes for the Mathematics Extension 2 HSC Course**

A student:

MEX12-1 understands and uses different representations of numbers and functions to model, prove results and find solutions to problems in a variety of contexts

MEX12-2 chooses appropriate strategies to construct arguments and proofs in both practical and abstract settings

MEX12-3 uses vectors to model and solve problems in two and three dimensions

MEX12-4 uses the relationship between algebraic and geometric representations of complex numbers and complex number techniques to prove results, model and solve problems

MEX12-5 applies techniques of integration to structured and unstructured problems

MEX12-6 uses mechanics to model and solve practical problems

MEX12-7 applies various mathematical techniques and concepts to model and solve structured, unstructured and multi-step problems

MEX12-8 communicates and justifies abstract ideas and relationships using appropriate language, notation and logical argument

# PDHPE Faculty

## Personal Development, Health and Physical Education (PDHPE)

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Critical Inquiry and In-Class Task*****Option 3***Sports Medicine | **Written Report**Health Priorities in Australia | **Research and In-class Task**Factors Affecting Performance | **Trial HSC Examination** |
| Term 4 Week 8 | Term 1 Week 6 | Term 2 Week 10 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H8, H13, H16, H17 | **Outcomes Assessed**H1, H2, H3, H4, H5, H14, H15, H16 | **Outcomes Assessed**H7, H8, H9, H10, H11, H16, H17 | **Outcomes Assessed**H1, H2, H3, H4, H5, H7, H8, H9, H10, H11, H13, H14, H15, H16, H17 |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | **40** |
| Skills in critical thinking, research, analysing and communicating | 10 | 15 | 15 | 20 | **60** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the PDHPE HSC Course**

A student:

H1 describes the nature and justifies the choice of Australia’s health priorities

H2 analyses and explains the health status of Australians in terms of current trends and groups most at risk.

H3 analyses the determinants of health and health inequities

H4 argues the case for health promotion based on the Ottawa Charter

H5 explains the different roles and responsibilities of individuals, communities and governments in addressing Australia’s health priorities

H6 demonstrates a range of personal health skills that enables them to promote and maintain health (Option 1)

H7 explains the relationship between physiology and movement potential

H8 explains how a variety of training approaches and other interventions enhance performance and safety in physical activity

H9 explains how movement skill is acquired and appraised

H10 designs and implements training plans to improve performance

H11 designs psychological strategies and nutritional plans in response to individual performance needs

H12 analyses the influence of sociocultural factors on the way people participate in and value physical activity and sport (Option 2)

H13 selects and applies strategies for the management of injuries and the promotion of safety in sport and physical activity (Option 3)

H14 argues the benefits of health-promoting actions and choices that promote social justice

H15 critically analyses key issues affecting the health of Australians and proposes ways of working towards better health for all

H16 devises methods of gathering, interpreting and communicating information about health and physical activity concepts

H17 selects appropriate options and formulates strategies based on a critical analysis of the factors that affect performance and safe participation

## Sport, Lifestyle & Recreation (SLR)

*(Content Endorsed Course – 2 Units Non ATAR)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Case Study**Fitness | **Practical Coaching**Sports Coaching and Training | **Practical Assessment**Games and Sport Applications | **Trial HSC****Examination** |
| Term 4 Week 9 | Term 1 Week 6 | Term 2 Week 10 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**1.2, 1.3, 2.2, 3.2, 3.3, 4.1 | **Outcomes Assessed**1.1, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2, 4.5 | **Outcomes Assessed**1.1, 1.3, 2.1, 3.1, 3.2, 4.1, 4.4 | **Outcomes Assessed**1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3, 3.6, 3.7, 4.1, 4.2, 4.4, 4.5 |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | **40** |
| Skills in critical thinking, research, analysing and communicating | 10 | 15 | 15 | 20 | **60** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Sport, Lifestyle & Recreation HSC Course**

A student:

A student:

1.1 applies the rules and conventions that relate to participation in a range of physical activities

1.2 explains the relationship between physical activity, fitness and healthy lifestyle

1.3 demonstrates ways to enhance safety in physical activity

1.4 investigates and interprets the patterns of participation in sport and physical activity in Australia

1.5 critically analyses the factors affecting lifestyle balance and their impact on health status

1.6 describes administrative procedures that support successful performance outcomes

2.1 explains the principles of skill development and training

2.2 analyses the fitness requirements of specific activities

2.3 selects and participates in physical activities that meet individual needs, interests and abilities

2.4 describes how societal influences impact on the nature of sport in Australia

2.5 describes the relationship between anatomy, physiology and performance

3.1 selects appropriate strategies and tactics for success in a range of movement contexts

3.2 designs programs that respond to performance needs

3.3 measures and evaluates physical performance capacity

3.4 composes, performs and appraises movement

3.5 analyses personal health practices

3.6 assesses and responds appropriately to emergency care situations

3.7 analyses the impact of professionalism in sport

4.1 plans strategies to achieve performance goal

4.2 demonstrates leadership skills and a capacity to work cooperatively in movement context

4.3 makes strategic plans to overcome the barriers to personal and community health

4.4 demonstrates competence and confidence in movement contexts

4.5 recognises the skills and abilities required to adopt roles that support health, safety and physical activity

**Values and Attitudes**

5.1 accepts responsibility for personal and community health

5.2 willingly participates in regular physical activity

5.3 values the importance of an active lifestyle

5.4 values the features of a quality performance

5.5 strives to achieve quality in personal performance

## Community & Family Studies (CAFS)

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Report**Parenting and Caring | **Individual Research Project**Research Methodology | **Research Task and In-class Assessment**Groups in Context | **Trial HSC Examination** |
| Term 4 Week 9 | Term 1 Week 10 | Term 2 Week 9 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H1.1, H2.1, H2.2, H2.3, H3.2, H3.4, H5.1, H5.2, H6.1 | **Outcomes Assessed**H4.1, H4.2 | **Outcomes Assessed**H1.1, H2.2, H2.3, H3.1, H3.3, H4.1, H4.2, H5.1, H6.2 | **Outcomes Assessed**H1.1, H2.1, H2.2, H2.3, H3.1, H3.2, H3.3, H3.4, H4.1, H4.2, H5.1, H5.2, H6.1, H6.2 |
| Knowledge and understanding of course content | 10 | 5 | 10 | 15 | **40** |
| Skills in critical thinking, research methodology, analysing and communicating | 15 | 15 | 15 | 15 | **60** |
| **Total %** | **25** | **20** | **25** | **30** | **100** |

**Outcomes for the Community & Family Studies HSC Course**

A student:

H1.1 analyses the effect of resource management on the wellbeing of individuals, groups, families and communities

H2.1 analyses different approaches to parenting and caring relationships

H2.2 evaluates strategies to contribute to positive relationships and the wellbeing of individuals, groups, families and communities

H2.3 critically examines how individual rights and responsibilities in various environments contribute to wellbeing

H3.1 analyses the sociocultural factors that lead to special needs of individuals in groups

H3.2 evaluates networks available to individuals, groups and families within communities

H3.3 critically analyses the role of policy and community structures in supporting diversity

H3.4 critically evaluates the impact of social, legal and technological change on individuals, groups, families and communities

H4.1 justifies and applies appropriate research methodologies

H4.2 communicates ideas, debates issues and justifies opinions

H5.1 proposes management strategies to enable individuals and groups to satisfy their specific needs and to ensure equitable access to resources

H5.2 develops strategies for managing multiple roles and demands of family, work and other environments

H6.1 analyses how the empowerment of women and men influences the way they function within society

H6.2 formulates strategic plans that preserve rights, promote responsibilities and establish roles leading to the creation of positive social environments

7.1 appreciates differences among individuals, groups and families within communities and values their contributions to society

7.2 develops a sense of responsibility for the wellbeing of themselves and others

7.3 appreciates the value of resource management in response to change

7.4 values the place of management in coping with a variety of role expectations

## Exploring Early Childhood (EEC)

*(Content Endorsed Course – 2 Units Non ATAR)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Report**Promoting Positive Behaviour | **Research Task**Learning Experiences for Young Children | **Research & Practical Task**Food and Nutrition | **Trial HSC Examination** |
| Term 4 Week 7 | Term 1 Week 6 | Term 2 Week 9 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**1.2, 1.3, 1.4, 2.4, 3.1, 4.1, 4.2, 4.3, 6.2 | **Outcomes Assessed**1.3, 1.4, 1.5, 2.1, 2.4, 4.2 | **Outcomes Assessed**1.3, 1.4, 1.5, 6.1, 6.2 | **Outcomes Assessed**1.2, 1.3, 1.4, 1.5, 2.1, 2.2, 2.4, 2.5, 3.1, 4.1, 4.2, 4.3, 5.1, 6.1, 6.2 |
| Knowledge and understanding of course content | 10 | 10 | 10 | 10 | **40** |
| Skills in critical thinking, research, analysing and communicating | 10 | 15 | 15 | 20 | **60** |
| **Total %** | **20** | **25** | **25** | **30** | **100** |

**Outcomes for the Exploring Early Childhood (EEC) HSC Course**

A student:

1.1 analyses prenatal issues that have an impact on development

1.2 examines major physical, social-emotional, behavioural, cognitive and language development of young children

1.3 examines the nature of different periods in childhood – infant, toddler, preschool and the early school years

1.4 analyses the ways in which family, community and culture influence growth and development of young children

1.5 examines the implications for growth and development when a child has special needs

2.1 analyses issues relating to the appropriateness of a range of services for different families

2.2 critically examines factors that influence the social world of young children

2.3 explains the importance of diversity as a positive issue for children and their families

2.4 analyses the role of a range of environmental factors that have an impact on the lives of young children

2.5 examines strategies that promote safe environments

3.1 evaluates strategies that encourage positive behaviour in young children

4.1 demonstrates appropriate communication skills with children and/or adults

4.2 interacts appropriately with children and adults from a wide range of cultural backgrounds

4.3 demonstrates appropriate strategies to resolve group conflict

5.1 analyses and compares information from a variety of sources to develop an understanding of child growth and development

6.1 demonstrates an understanding of decision making processes

6.2 critically examines all issues including beliefs and values that may influence interactions with others

# Science Faculty

## Biology

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Research Task** | **Practical Task** | **Depth Study** | **Trial HSC****Examination** |
| Term 4 Week 6 | Term 1 Week 7 | Term 2 Week 3 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**BIO11/12-2 BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12BIO12-13BIO12-15 | **Outcomes Assessed**BIO11/12-1 BIO11/12-2 BIO11/12-3 BIO11/12-14 | **Outcomes Assessed**BIO11/12-1 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-15 | **Outcomes Assessed**BIO11/12-1 BIO11/12-2BIO11/12-3 BIO11/12-4 BIO11/12-5 BIO11/12-6 BIO11/12-7 BIO12-12BIO12-13BIO12-14BIO12-15 |
| Skills in working scientifically | 15 | 15 | 20 | 10 | **60** |
| Knowledge and understanding of course content | 5 | 5 | 10 | 20 | **40** |
| **Total %** | **20** | **20** | **30** | **30** | **100** |

**Outcomes for the Biology HSC Course**

A student:

BIO11/12-1 develops and evaluates questions and hypotheses for scientific investigation.

BIO11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

BIO11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information.

BIO11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media.

BIO11/12-5 analyses and evaluates primary and secondary data and information.

BIO11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes.

BIO11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose.

BIO 12-12 explains the structures of DNA and analyses the mechanisms of inheritance and how processes of reproduction ensure continuity of species

BIO12-13 explains natural genetic change and the use of genetic technologies to induce genetic change

BIO 12-14 analyses infectious disease in terms of cause, transmission, management and the organism’s response, including the human immune system

BIO 12-15 explains non-infectious disease and disorders and a range of technologies and methods used to assist, control, prevent and treat non-infectious disease

## Chemistry*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Depth Study** | **Practical Task** | **Research Task** | **Trial HSC****Examination** |
| Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 6 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**CH11/12-1CH11/12-2CH11/12-3CH11/12-4CH11/12-5CH11/12-6CH11/12-7CH12-15 | **Outcomes Assessed**CH11/12-1CH11/12-2CH11/12-3CH11/12-4CH11/12-5CH11/12-6CH11/12-7CH12-12CH12-13 | **Outcomes Assessed**CH11/12-1CH11/12-5CH11/12-6CH11/12-7CH12-14 | **Outcomes Assessed**CH11/12-4CH11/12-5CH11/12-6CH11/12-7CH12-12CH12-13CH12-14CH12-15 |
| Skills in working scientifically | 20 | 15 | 15 | 10 | **60** |
| Knowledge and understanding of course content | 10 | 5 | 5 | 20 | **40** |
| **Total %** | **30** | **20** | **20** | **30** | **100** |

**Outcomes for the Chemistry HSC Course**

A student:

CH11/12-1 develops and evaluates questions and hypotheses for scientific investigation

CH11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

CH11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

CH11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

CH11/12-5 analyses and evaluates primary and secondary data and information

CH11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

CH11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

CH12-12 explains the characteristics of equilibrium systems, and the factors that affect these systems

CH12-13 describes, explains and quantitatively analyses acids and bases using contemporary models

CH12-14 analyses the structure of, and predicts reactions involving, carbon compounds

CH12-15 describes and evaluates chemical systems used to design and analyse chemical process

## Investigating Science

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Depth Study** | **Research Task** | **First-hand Investigation**  | **Trial HSC****Examination** |
| Term 4 Week 9 | Term 1 Week 8 | Term 2 Week 8 | Term 3Week 5 & 6 |
| **Outcomes Assessed**INS11/12-1INS11/12-2INS11/12-3INS11/12-4INS11/12-5INS11/12-7INS12-12 | **Outcomes Assessed**INS11/12-4INS11/12-5INS11/12-6INS11/12-7INS12-13 | **Outcomes Assessed**INS11/12-1INS11/12-2INS11/12-3INS11/12-4INS11/12-5INS11/12-7INS12-14INS12-15 | **Outcomes Assessed**INS11/12-1INS11/12-4INS11/12-5INS11/12-6INS1112-7INS12-12INS12-13INS12-14 |
| Skills in working scientifically | 15 | 10 | 25 | 10 | **60** |
| Knowledge and understanding of course content | 5 | 10 | 5 | 20 | **40** |
| **Total %** | **30** | **20** | **20** | **30** | **100** |

**Outcomes for the Investigating Science HSC Course**

A student:

INS11/12-1 develops and evaluates questions and hypotheses for scientific investigation

INS11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

INS11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

INS11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

NS11/12-5 analyses and evaluates primary and secondary data and information

INS11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

INS11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

INS12-12 develops and evaluates the process of undertaking scientific investigations

INS12-13 describes and explains how science drives the development of technologies

INS12-14 uses evidence-based analysis in a scientific investigation to support or refute a hypothesis

INS12-15 evaluates the implications of ethical, social, economic and political influences on science

## Physics

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Practical Task**Advanced Mechanics | **Depth Study**Electromagnetism | **Research**The Nature of Light | **Trial HSC Examination**All Topics |
| Term 4 Week 9 | Term 1 Week 9 | Term 2 Week 9 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**PH 11/12-2PH 11/12-3PH 11/12-4PH 11/12-6PH 11/12-7PH 12-12 | **Outcomes Assessed**PH 11/12-1PH 11/12-2PH 11/12-3PH 11/12-4PH 11/12-5PH 11/12-6PH 11/12-7PH 12-13 | **Outcomes Assessed**PH 11/12-3PH 11/12-4PH 11/12-5PH 11/12-7PH 12-14PH 12-15 | **Outcomes Assessed**PH 11/12-1PH 11/12-2PH 11/12-3PH 11/12-4PH 11/12-5PH 11/12-6PH 11/12-7PH 12-12PH 12-13PH 12-14PH 12-15 |
| Skills in working scientifically | 14 | 25 | 6 | 15 | **60** |
| Knowledge and understanding of course content | 6 | 5 | 14 | 15 | **40** |
| **Total %** | **20** | **30** | **20** | **30** | **100** |

**Outcomes for the Physics HSC Course**

A student:

PH 11/12-1 develops and evaluates questions and hypotheses for scientific investigation

PH 11/12-2 designs and evaluates investigations in order to obtain primary and secondary data and information

PH 11/12-3 conducts investigations to collect valid and reliable primary and secondary data and information

PH 11/12-4 selects and processes appropriate qualitative and quantitative data and information using a range of appropriate media

PH 11/12-5 analyses and evaluates primary and secondary data and information

PH 11/12-6 solves scientific problems using primary and secondary data, critical thinking skills and scientific processes

PH 11/12-7 communicates scientific understanding using suitable language and terminology for a specific audience or purpose

PH 12-12 describes and analyses qualitatively and quantitatively circular motion and motion in a gravitational field, in particular, the projectile motion of particles

PH 12-13 explains and analyses the electric and magnetic interactions due to charged particles and currents and evaluates their effect both qualitatively and quantitatively

PH 12-14 describes and analyses evidence for the properties of light and evaluates the implications of this evidence for modern theories of physics in the contemporary world

PH 12-15 explains and analyses the evidence supporting the relationship between astronomical events and the nucleosynthesis of atoms and relates these to the development of the current model of the atom

## Marine Studies

*(Board Endorsed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Research Task** | **Depth Study** | **Practical Task** | **Trial HSC****Exam** |
| Term 4 Week 7 | Term 1 Week 8 | Term 2 Week 8 | Term 3 Week 9 |
| **Outcomes Assessed**1.12.23.23.33.4 | **Outcomes Assessed**1.11.21.32.33.23.3 | **Outcomes Assessed**1.11.21.32.13.14.1 | **Outcomes Assessed**1.11.41.53.34.14.25.15.25.35.4 |
| Skills in working scientifically | 10 | 10 | 20 | 10 | **50** |
| Knowledge and understanding of course content | 20 | 10 | 10 | 10 | **50** |
| **Total %** | **30** | **20** | **30** | **20** | **100** |

**Outcomes for the Marine Studies HSC Course**

A student:

1.1 relates with a respectful and caring attitude to the ocean and its life forms

1.2 identifies the roles of individuals or groups involved in maritime activities

1.3 recalls aspects of the maritime environment using relevant conventions, terminology and symbols learned throughout the course

1.4 recognises Aboriginal and Torres Strait Islander values and attitudes towards the sea

1.5 demonstrates an awareness of the value of the ocean as a source of historical information

2.1 appreciates the importance of effective management practice

2.2 works effectively within a group

2.3 communicates information by writing reports, giving short talks and contributing to discussions

3.1 evaluates information, situations, equipment manuals and written or manual procedures

3.2 collects and organises data by accurately reading instruments, signals and charts; by systematic recording, summarising, tabulating and graphing

3.3 generates information from data by calculating, inferring, interpreting and generalising

3.4 carries out planned research activities using appropriate measurements, observations, classification and recording skills

4.1 identifies marine vocations and a range of leisure pursuits

4.2 appreciates marine environments as sources of employment and leisure

5.1 values the rules and operating principles of marine equipment and applies them

5.2 applies information including weather, regulations, procedures and skills to ensure safe use of the marine environment

5.3 interprets and follows instructions, with accuracy

5.4 selects, organises, assembles, dismantles, cleans, and returns equipment

# MAL Faculty

## Arabic ContinuersNOT OFFERED IN 2023

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Listening and responding** | **Reading and responding and writing** | **Speaking** | **Listening Test****Reading and responding and writing****Trial Examination** |
|  |  |  |  |
| **Outcomes assessed** | **Outcomes assessed** | **Outcomes assessed** | **Outcomes assessed** |
| Speaking |  |  | 20 |  | **20** |
| Listening and responding | 20 |  |  | 10 | **30** |
| Reading and responding |  | 20 |  | 10 | **30** |
| Writing in Arabic |  | 10 |  | 10 | **20** |
| **Total %** | **20** | **30** | **20** | **30** | **100** |

**Outcomes for the Arabic HSC Course**

A student:

1. Exchanges information, opinions and experiences in Arabic

1.1 uses a range of strategies to maintain communication

1.2 conveys information appropriate to context, purpose and audience

1.3 exchanges and justifies opinions and ideas

1.4 reflects on aspects of past, present and future experiences

2. Expresses ideas through the production of original texts in Arabic

2.1 applies knowledge of language structures to create original text

2.2 composes informative, descriptive, reflective, persuasive or evaluative texts appropriate to context, purpose and/or audience

2.3 structures and sequences ideas and information

3. Analyses, processes and responds to texts that are in Arabic

3.1 conveys the gist of texts and identifies specific information

3.2 summarises the main ideas

3.3 identifies the tone, purpose, context and audience

3.4 draws conclusions from or justifies an opinion

3.5 interprets, analyses and evaluates information

3.6 infers points of view, attitudes or emotions from language and context

4. Understands aspects of the language and culture of Arabic speaking communities

4.1 recognises and employs language appropriate to different social contexts

4.2 identifies values, attitudes and beliefs of cultural significance

4.3 reflects upon significant aspects of language and culture

## Arabic ExtensionNOT OFFERED IN 2023

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Weighting %** |
| --- | --- | --- | --- | --- |
| **Analysis and response to prescribed text/ discussion on prescribed issues** | **Personal response to prescribed text/ monologue – prescribed issues** | **Trial HSC Examination** |
|  |  |  |
| **Outcomes****assessed**2.2, 2.3 | **Outcomes****assessed**1.1, 2.1, 2.2, 2.3 | **Outcomes assessed**1.2, 2.1, 2.2, 2.3 |
| Text analysis | 10 | 15 | 15 | **40** |
| Writing | 10 | 15 | 15 | **40** |
| Speaking | 10 | 10 |  | **20** |
| **Total %** | **30** | **40** | **30** | **100** |

**Outcomes for the Arabic Extension HSC Course**

A student:

1.1 discusses attitudes, opinions and ideas in Arabic

1.2 formulates and justifies a written or spoken argument in Arabic

2.1 evaluates and responds to text personally, creatively and critically

2.2 analyses how meaning is conveyed

2.3 analyses the social, political, cultural and/or literary contexts of text that is in Arabic

## Music

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

| **Components** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Composition and Aural Exam**Topic 1**Music of the 20th and 21st Century**Submission of composition (re-arrangement) and aural exam with reference to concepts of music relevant to the chosen topic | **Presentation of Performance and Viva Voce**Topic 2**Music for Small Ensembles**Solo or ensemble performance and in‑class viva voce based on performance repertoire demonstrating an understanding of the concepts of music | **Presentation of 1 Elective Option for**Topic 3**Own Choice**Presentation of one performance and/or composition portfolio and/or musicology outline and viva voce | **Trial HSC Examination** Aural Skills Examination Presentation of 3 chosen electives and Core Performance representing the 3 different topics. |
| Term 4 Week 7 | Term 1 Week 9 | Term 2 Week 8 | Term 3Weeks 6 & 7 |
| **Outcomes assessed**H2, H4, H5, H6, H7, H8 | **Outcomes assessed**H1, H2, H4, H5, H6 | **Outcomes assessed**H1–8\* | **Outcomes assessed**H1–8\* |
| Performance |  | 10 |  |  | **10** |
| Composition | 10 |  |  |  | **10** |
| Musicology |  | 10 |  |  | **10** |
| Aural | 10 |  |  | 15 | **25** |
| Electives |  |  | 20 | 25 | **45** |
| **Total %** | **20** | **20** | **20** | **40** | **100** |

**Outcomes for the Music HSC Course**

A student:

H1 performs stylistically, music that is characteristic of topics studies, both as a soloist and as a member of an ensemble

H2 reads, interprets, discusses and analyses simple musical scores that are characteristic of the topics studies

H3 improvises and composes music using the range of concepts for familiar sound sources reflecting the cultural and historical contexts studied

H4 articulates an aural understanding of musical concepts and their relationships in a wide variety of musical styles

H5 critically evaluates and discusses performances and compositions

H6 critically evaluates and discusses the use of the concepts of music in works representative of the topics studied and through wide listening

H7 understands the capabilities of performing media, incorporates technologies into composition and performance as appropriate to the topics studied

H8 identifies, recognises, experiments with, and discusses the use and effects of technology in music

H9 performs as a means of self-expression and communication

H10 demonstrates a willingness to participate in performance, composition, musicology and aural activities

H11 demonstrates a willingness to accept and use constructive criticism

## Visual Arts

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **BOW Progress****&****Case study** | **BOW Progress****&****Unseen images** | **Final BOW Assessment**  | **Trial Examination****& BOW Submission** |
| Term 4 Week 8 | Term 1 Week 8 | Term 2 Week 7 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H7, H8, H9, H10 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6 | **Outcomes Assessed**H1, H2, H3, H4, H5, H6 | **Outcomes Assessed**H7, H8, H9, H10 |
| Artmaking | 10 | 10 | 30 |  | **50** |
| Art Criticism and History | 10 | 10 |  | 30 | **50** |
| **Total %** | **20** | **20** | **30** | **30** | **100** |

**Outcomes for the Visual Arts HSC Course**

A student:

H1: initiates and organises artmaking practice that is sustained, reflective and adapted to suit particular conditions

H2: applies their understanding of the relationships among the artist, artwork, world and audience through the making of a body of work

H3: demonstrates an understanding of the frames when working independently in the making of art

H4: selects and develops subject matter and forms in particular ways as representations in artmaking

H5: demonstrates conceptual strength in the production of a body of work that exhibits coherence and may be interpreted in a range of ways

H6: demonstrates technical accomplishment, refinement and sensitivity appropriate to the artistic intentions within a body of work

H7: applies their understanding of practice in art criticism and art history

H8: applies their understanding of the relationships among the artist, artwork, world and audience

H9: demonstrates an understanding of how the frames provide for different orientations to critical and historical investigations of art

H10: constructs a body of significant art histories, critical narratives and other documentary accounts of representation in the visual arts

# TAS Faculty

## Design & Technology

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Project Proposal Presentation** | **Innovation and Emerging Technology Case Study** | **Project Development and Management Report** | **Trial HSC****Examination** |
| Term 4 Week 6 | Term 1 Week 4 | Term 2 Week 5 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H2.1, H4.1, H4.2 | **Outcomes Assessed**H2.2, H3.1, H3.2, H6.2 | **Outcomes Assessed**H4.3, H5.1,H5.2, H6.1 | **Outcomes Assessed**H1.1, H1.2, H2.1, H2.2, H3.1, H6.2 |
| Knowledge and understanding of course content | 5 | 20 |  | 15 | **40** |
| Knowledge and skills in designing, managing, producing and evaluating a major design project | 20 |  | 30 | 10 | **60** |
| **Total %** | **25** | **20** | **30** | **25** | **100** |

**Outcomes for the Design & Technology HSC Course**

A student:

H1.1 critically analyses the factors affecting design and the development and success of design projects

H1.2 relates the practices and processes of designers and producers to the major design project

H2.1 explains the influence of trends in society on design and production

H2.2 evaluates the impact of design and innovation on society and the environment

H3.1 analyses the factors that influence innovation and the success of innovation

H3.2 uses creative and innovative approaches in designing and producing

H4.1 identifies a need or opportunity and researches and explores ideas for design development and production of the major design project

H4.2 selects and uses resources responsibly and safely to realise a quality major design project

H4.3 evaluates the processes undertaken and the impacts of the major design project

H5.1 manages the development of a quality major design project

H5.2 selects and uses appropriate research methods and communication techniques

H6.1 justifies technological activities undertaken in the major design project through the study of industrial and commercial practices

H6.2 critically assesses the emergence and impact of new technologies, and the factors affecting their development

## Engineering Studies

*(Board Developed Course – 2 Units)*

**Year 12 2023 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Civil Engineering Solution and Report** | **Transport Engineering Problem-Solving** | **Aeronautical Engineering Materials Modification Research** | **Trial HSC Examination** |
| Term 4 Week 9 | Term 1 Week 6 | Term 2 Week 5 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H2.1, H4.1, H4.2 | **Outcomes Assessed**H2.2, H3.1, H3.2, H3.3, H6.2 | **Outcomes Assessed** H4.3, H5.1,H5.2, H6.1 | **Outcomes Assessed**H1.1, H1.2, H4.3,H5.1, H5.2, H6.1 |
| Knowledge and understanding of course content | 10 | 15 | 15 | 20 | **60** |
| Knowledge and skills in research, problem solving and communication related to engineering practice | 15 | 10 | 5 | 10 | **40** |
| **Total %** | **25** | **25** | **20** | **30** | **100** |

**Outcomes for the Engineering Studies HSC Course**

A student:

H1.1 describes the scope of engineering and critically analyses current innovations

H1.2 differentiates between the properties and structure of materials and justifies the selection of materials in engineering applications

H2.1 determines suitable properties, uses and applications of materials, components and processes in engineering

H2.2 analyses and synthesises engineering applications in specific fields and reports on the importance of these to society

H3.1 demonstrates proficiency in the use of mathematical, scientific and graphical methods to analyse and solve problems of engineering practice

H3.2 uses appropriate written, oral and presentation skills in the preparation of detailed engineering reports

H3.3 develops and uses specialised techniques in the application of graphics as a communication tool

H4.1 investigates the extent of technological change in engineering

H4.2 applies knowledge of history and technological change to engineering-based problems

H4.3 applies understanding of social, environmental and cultural implications of technological change in engineering to the analysis of specific engineering problems

H5.1 works individually and in teams to solve specific engineering problems and prepare engineering reports

H5.2 selects and uses appropriate management and planning skills related to engineering

H6.1 demonstrates skills in research and problem-solving related to engineering

H6.2 demonstrates skills in analysis, synthesis and experimentation related to engineering

## Industrial Technology

## NOT OFFERED IN 2023

*(Board Developed Course – 2 Units)*

**Year 12 2022 HSC Assessment Schedule**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| **Project Proposal** | **Industry Report** | **In Class Exam** | **Trial HSC****Examination** |
| Term 4 Week 822/11/2021 | Term 1 Week 2 | Term 2 Week 2 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H3.1, H3.2, H3.3, H5.1 | **Outcomes Assessed**H1.1, H1.2, H6.1, H6.2, H7.1, H7.2 | **Outcomes Assessed**H2.1, H3.3, H4.1, H5.1, H5.2, H6.2 | **Outcomes Assessed**H1.1, H1.2, H1.3, H3.1, H4.2, H4.3, H6.1, H7.1, H7.2 |
| Knowledge and understanding of course content | 10 | 5 | 10 | 15 | **40** |
| Knowledge and skills in the design, management, communication and production of major project | 15 | 10 | 20 | 15 | **60** |
| **Total %** | **25** | **15** | **30** | **30** | **100** |

**Outcomes for the Industrial Technology HSC Course**

A student:

H1.1 investigates industry through the study of businesses in one focus area

H1.2 identifies appropriate equipment, production and manufacturing techniques and describes the impact of new and developing technologies in industry

H1.3 identifies important historical developments in the focus area industry

H2.1 demonstrates proficiency in the use of safe working practices and workshop equipment maintenance techniques

H3.1 demonstrates skills in sketching, producing and interpreting drawings

H3.2 selects and applies appropriate research and problem-solving skills

H3.3 applies and justifies design principles through the production of a Major Project

H4.1 demonstrates competency in a range of practical skills appropriate to the Major Project

H4.2 explores the need to outsource appropriate expertise where necessary to complement personal practical skills

H4.3 critically applies knowledge and skills related to properties and characteristics of materials/components

H5.1 selects and uses communication and information processing skills

H5.2 examines and applies appropriate documentation techniques to project management

H6.1 evaluates the characteristics of quality manufactured products

H6.2 applies the principles of quality and quality control

H7.1 explains the impact of the focus area industry on the social and physical environment

H7.2 analyses the impact of existing, new and emerging technologies of the focus industry on society and the environment

## Textiles and Design

## NOT OFFERED IN 2023

*(Board Developed Course – 2 Units)*

**Year 12 2022 HSC Assessment Schedule**

| **Component** | **Task 1** | **Task 2** | **Task 3** | **Task 4** | **Weighting %** |
| --- | --- | --- | --- | --- | --- |
| **Designing and planning presentation of folio** | **Contemporary Designer Case Study** | **Experimentation****Fabric decoration and construction methods** | **Trial HSC** |
| Term 4 Week 822/11/2021 | Term 1 Week 4 | Term 2 Week 7 | Term 3Weeks 6 & 7 |
| **Outcomes Assessed**H2.1, H2.3, H4.2 | **Outcomes Assessed**H3.1, H3.2, H4.1, H5.1 | **Outcomes Assessed**H1.1, H1.2, H2.2, H3.1, H4.2 | **Outcomes Assessed**H1.3, H3.1, H3.2, H4.1, H5.2, H6.1 |
| Knowledge and understanding of course work | 5 | 15 |  | 30 | **50** |
| Skills and knowledge in the design, manufacture and management of the MTP | 20 |  | 30 |  | **50** |
| **Total %** | **25** | **15** | **30** | **30** | **100** |

**Outcomes for the Textiles and Design HSC Course**

A student:

H1.1 critically analyses and explains the factors that have contributed to the design and manufacture of the Major Textiles Project

H1.2 designs a textile item/s that demonstrates an understanding of functional and aesthetic requirements

H1.3 identifies the principles of colouration for specific end‑uses

H2.1 communicates design concepts and manufacturing specifications to both technical and non-technical audiences

H2.2 demonstrates proficiency in the manufacture of a textile item/s

H2.3 effectively manages the design and manufacture of a Major Textiles Project to completion

H3.1 explains the interrelationship between fabric, yarn and fibre properties

H3.2 develops knowledge and awareness of emerging textile technologies

H4.1 justifies the selection of fabric, yarn, fibre and fabric finishing techniques for specific end-uses

H4.2 selects and justifies manufacturing techniques, materials and equipment for a specific end-use

H5.1 investigates and describes aspects of marketing in the textile industry

H5.2 analyses and discusses the impact of current issues on the Australian textiles industry

H6.1 analyses the influence of historical, cultural and contemporary developments on textiles

|  |  |
| --- | --- |
| **Shape  Description automatically generated with medium confidencePUBLIC SCHOOLS NSW ULTIMO RTO 90072**CONSTRUCTION **CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE****Preliminary Year 2022 - HSC 2023**QUALIFICATION: CPC20220 - Certificate II in Construction Pathways (Release 6) & Statement of Attainment towards CPC20120Certificate II in Construction (Release 3)Training Package: CPC08 Construction, Plumbing and Services (version 6.5)**NB:The information may change in 2022 due to Training Package and NSW Education Standards Authority (NESA) updates. Notification of variations will be made in due time with minimum disruption or disadvantage.** | **NESA course code**2 U X 2 YR - 26211**2022 HSC Exam:** **26299****LMBR UI Code:**CPC20220126211B or CPC20120126211B |
| **TERM** | **Unit Code** | **Units Of Competency**  | **AQF****CORE / ELECTIVE** | **HSC STATUS** | **HSC INDICATIVE Hrs.** | **Assessment Task Cluster &****Method of Assessment** | **HSC requirements** **Exam estimate mark & weighting to total 100%** |
| Term 1 | **6 PRELIMINARY UOCs** |  |  |  |  | 240 Indicative Hours over 2 years  50% Preliminary Exam 35 hrs. Work placement  |
| CPCCWHS1001 | Prepare to work safely in the construction industry | CP-E | M |  | Cluster 1 – GIT (White Card) |
| Term 1 | CPCCWHS2001 | Apply WHS requirements, policies, and procedures in the construction industry | CP-C  | M | 20 | Cluster 2 – Work Safe Stay Safe |
| Term 2 | CPCCCM1001 CPCCCOM1015 | Undertake basic estimation and costing Carry out measurements and calculations | CP-CCP-C | MM | 35 | Cluster 3 – Working it out |
| Term 3  | CPPCCOM2001CPCCPM1013 | Read and interpret plans and specificationsPlan and organise work | C-CCP-C | MM | 35 | Cluster 4 – Project Planning |
|  |  **11 HSC UOCs** |  |  |  |  | 35 hrs. Work placement50% Trial HSC Exam The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
|  |  |  |  |  |  |
| Terms 4/5Option 2 | CPCCWF2002CPCCCM2013 | Use wall and floor tiling tools and equipmentUndertake basic installation of wall tiles | CP-EC-E | EE | 35 | Cluster 5 – Wall and Floor Tiling |
|  |  |  |  |  |  |  |
| Terms 4/5/6/7 | CPCCCA2002CPCCCM2005CPCCCA2011 | Use carpentry tools and equipmentUse construction tools and equipmentHandle carpentry materials | CP-ECCP-E | EME | 50 | Cluster 6 – Tools, Equipment and Materials |
| Terms 5/6/7 | CPCCVE1011CPCCOM1012 | Undertake a basic construction projectWork effectively and sustainably in the Construction Industry | CCP-C | MM | 55 | Cluster 7 – Major Project |
| *NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.* | Total hours | 235-240-245 | *Units of competency from the HSC focus areas will be included in the optional HSC examination.* |
| **PUBLIC SCHOOLS NSW ULTIMO RTO 9007Shape  Description automatically generated with medium confidence2**HOSPITALITY – FOOD & BEVERAGE **CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE****Preliminary Year 2022 - HSC 2023**QUALIFICATION: SIT20316 Certificate II in Hospitality (Release 2)Training Package: SIT Tourism, Travel and Hospitality (Release 1.2) | **NESA Course Code****2 U X 2 YR – 26511****2022 HSC Exam: 26589****LMBR UI Code****11 SIT20316126511B** |
| **Term** | **Unit Code** | **Units Of Competency**  | **AQF****CORE / ELECTIVE** | **HSC****STATUS** | **HSC INDICATIVE Hrs.** | **Assessment Task Cluster &****Method of Assessment** | **HSC requirements** **Exam estimate mark & weighting to total 100%** |
| **9 PRELIMINARY UOCs** | **Evidence will be collected during the Preliminary and HSC Course for the Unit of Competency: *SITHIND003 Use hospitality skills effectively*** | 240 Indicative Hours over 2 years 35 hrs Work placement**50% Prelim Yearly Exam** |
| Term 1 | SITXFSA001 SITXWHS001SITHCCC003 | Use hygienic practices for food safety Participate in safe work practicesPrepare and present sandwiches | ECE | MME | 101510 | **Cluster A: Getting Ready for Work (as a Sandwich Artist)**Scenario, written task, case study, observation of practical work |
| Term 2 & 3 | SITXFSA002 SITHCCC002BSBSUS201 | Participate in safe food handling practices Prepare and present simple dishesParticipate in environmentally sustainable work practices  | EEE | EEE | 152015 | **Cluster B: Sustainable Kitchen Practices**Scenario, written task, case study, observation of practical work |
| Term 3 | SITHFAB004SITXCOM002SITXCOM001 | Prepare and serve non-alcoholic beverages Show social and cultural sensitivitySource and present information | ECE | SEE | 151010 | **Cluster C: Working Relationships** Scenario, written task, case study, role play, observation of practical work NOTE: person with THREE years’ Industry Experience must be involved in assessment. |
| **6 HSC UOCs** |  | 35 hrs Work placement**50% HSC Trial Exam**The final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| Term 4 – 6 | SITXCCS003SITHFAB005SITHFAB007SITHIND003 | Interact with customersPrepare and serve espresso coffee\*Serve food and beverage Use hospitality skills effectively | C EEC | SSSE | 15154020 | **Cluster D: Café Culture**Role play, written questioning, observation of practical work, student reflection, portfolio of evidenceNOTE: person with THREE years’ Industry Experience must be involved in assessment.\*Final assessment is to occur during term 4 as per the assessment schedule. Training can be undertaken from term 1 onwards to develop student skills and collect evidence to contribute to assessment. |
| Term 7 | BSBWOR203 SITHIND002 | Work effectively with others Source and use information on the hospitality industry  | C C | MM | 1520 | **Cluster E: Working in the Hospitality Industry**Written questioning, student reflection |
| *NESA requires students to study a minimum of 240 hours to meet Preliminary and HSC requirements.* | Total Hours 245 | *Units of competency from the HSC focus areas will be included in the optional HSC examination.* |
| **PUBLIC SCHOOLS NSW ULTIMO RTO 9007Shape  Description automatically generated with medium confidence2**HOSPITALITY – KITCHEN OPERATIONS **CATEGORY B BOARD DEVELOPED COURSE ASSESSMENT SCHEDULE****Preliminary Year 2022 - HSC 2023**QUALIFICATION: SIT20416 Certificate II in Kitchen Operations Training Package: SIT Tourism, Travel and Hospitality (Release 1.2) | **NESA course code** 2 U X 2 YR - 26511 **HSC Exam:** 26587**LMBR code** 11 **SIT20416126511B**  |
| **TERM** | **Unit Code** | **Units Of Competency**  | **AQF****CORE / ELECTIVE** | **HSC****STATUS** | **HSC Hrs.** | **Assessment Task Cluster &****Methods of Assessment** | **HSC requirements** **Exam estimate mark & weighting to total 100%** |
| Term 1 | **9 PRELIMINARY UOCs** | **Evidence will be collected during Preliminary and HSC Course for the unit of competency *SITHCCC011 Use cookery skills effectively*** | 240 Indicative Hours over 2 years **50% Prelim Yearly Exam** 35 hrs Work placement**50% Trial HSC Exam** 35 hrs Work placementThe final estimate exam mark will only be used as the optional HSC exam mark in the event of misadventure. This mark should be derived from either one or two formal exams. The calculation of the estimate is a school decision. |
| SITXFSA001 SITXWHS001 SITHCCC003 | Use hygienic practices for food safetyParticipate in safe work practicesPrepare and present sandwiches | CCE | MME | 101520 | **Cluster A: Getting Ready for Work**Written task/scenario, case study & observation of practical work |
| Term 2 | SITXFSA002 BSBSUS201 SITHCCC002 | Participate in safe food handling practicesParticipate in environmentally sustainable work practices Prepare and present simple dishes | EEE | SEE | 151520 | **Cluster B: Sustainable Kitchen Practices**Scenario, Written task, Observation of practical work  |
| Term 3 | SITHKOP001SITHCCC001 SITXINV002 | Clean kitchen premises and equipment Use food preparation equipmentMaintain the quality of perishable items | CC C | SSE | 10205 | **Cluster C: Maintain a Clean & Safe Kitchen** Written task, Observation of practical work including temperature checks & completion of HACCP documentation. |
| Terms 4 - 6 | **5 HSC UOCs** |  |
| SITHCCC005SITHCCC006SITHCCC011 | Prepare dishes using basic methods of cookery Prepare appetisers and saladsUse cookery skills effectively | C EC | SEE | 402520 | **Cluster D: Quality Café Meals**Written task & observation of practical work Portfolio of evidence including service periods. NOTE: person with THREE years’ Industry Experience must be involved in assessment. |
| Terms6 & 7 | BSBWOR203 SITHIND002  | Work effectively with othersSource and use information on the hospitality industry | CE | MM | 1520 | **Cluster E: Working in the Hospitality Industry** Written task and reflection |
| *NESA requires students to study a minimum of 240* *hours to meet* *Preliminary and HSC requirements.* | Total Hours 240  | *Units of competency from the HSC focus areas will be included in the optional HSC examination.*  |

# My HSC Assessment Calendar T4 2022/T3 2023

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **TM/WK** | **W1** | **W2** | **W3** | **W4** | **W5** | **W6** | **W7** | **W8** | **W9** | **W10** | **W11** |
| T42021 |  |  |  |  |  |  |  |  |  |  |  |
| T12022 |  |  |  |  |  |  |  |  |  |  |  |
| T22022 |  |  |  |  |  |  |  |  |  |  |  |
| T32022 |  |  |  |  |  |  |  |  |  |  |  |